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ABSTRACT

Community Commons (CC) is a collaborative partnership among Brevard Community College (BCC) (Florida) and over 40 social service organizations and agencies in Florida dedicated to providing education, job training, social services, recreation, and a drug free environment to communities of low income families. The project specifically seeks to assist 100 families annually in achieving self-sufficiency from welfare dependence. Designed to aid the development of new sites and programs, this manual provides guidelines, suggestions, and information on the implementation, structure, services, and accomplishments of the CC. Following introductory materials providing an overview of the partnership, the manual provides the following information: (1) lists of project administrative staff from BCC, the Department of Labor and Employment Security, and the CC executive committee; (2) program expectations and strategies; (3) basic steps for initiating a CC program; (4) guidelines for projects receiving matching funds from non-federal sources; (5) tips on identifying locations for new programs and maps of CC project sites; (6) program accomplishments from 1992-93 to 1995; (7) the organization of the partnership, highlighting BCC's responsibilities, sample by-laws, and a list of partners; (8) a description of the target population; (9) a 1995-96 operating plan; (10) a description of the project center's functions; (11) a list of services available at CC sites; (12) a participant flow chart; (13) a list of referral sources; and (14) job descriptions of CC positions. Appendixes include sample client, survey, report, and job club forms. (TGI)

BREVARD COMMUNITY COLLEGE

Titusville ⌟ Cocoa ⌟ Melbourne ⌟ Palm Bay, Florida

COMMUNITY COMMONS

ED 392 508

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Transitional Workforce Programs: Collaborative Partnership Adds Momentum to Self-Sufficiency Programs

PROGRAM DEVELOPMENT MANUAL

"Workforce 2000"
League for Innovation in the Community College

International Conference
February 1, 1996
Orlando, Florida

JC 960 173

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MISSION STATEMENT

Community Commons will promote self sufficiency through a unified effort, reducing duplication and maximizing support for the individual family receiving Aid to Families with Dependent Children (AFDC) and referred by Project Independence (PI). These families dwell in the most severe pockets of poverty and are burdened with a multitude of barriers, current and generational.

FUNDED THROUGH THE

STATE OF FLORIDA

DEPARTMENT OF LABOR & EMPLOYMENT SECURITY

BUREAU OF PROJECT INDEPENDENCE

FLORIDA STATE BOARD OF EDUCATION

SCHOOL BOARD OF BREVARD COUNTY

U.S. DEPARTMENT OF HOUSING & URBAN DEVELOPMENT

BREVARD FAMILY OF HOUSING AUTHORITIES

BREVARD COUNTY HOUSING & COMMUNITY DEVELOPMENT PROGRAM

CITY OF MELBOURNE COMMUNITY DEVELOPMENT BLOCK GRANT PROGRAM

Prepared by Kieta Osteen Culp
Executive Director, Brevard Community College, Community Commons
Director, Brevard Community College, Community and Professional Education

(Revised January, 1996)

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1995-1996

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617 Johnson Street
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636-0916

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459 Roosevelt Avenue
Merritt Island, FL 32953
454-9072

MELBOURNE CENTER
3301 Randolph Street
Melbourne, FL 32901
724-8197

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SLATE OF OFFICERS
COMMUNITY COMMONS EXECUTIVE COMMITTEE
1995-96

CHAIR	Mr. Larry Shoeman, Director Resident Management/Community Affairs Brevard Family of Housing Authorities
VICE-CHAIR	Ms. Alberta Wilson, Human Resources Representative Rockwell International Corp.
SECRETARY	Ms. Lois Queen, Learning Specialist Adult Education Brevard County Public Schools

COMMITTEE VOLUNTEERS:

Grants Management	Ms. Kieta Culp, Community & Professional Education Brevard Community College
Membership	Ms. Sherry McMaster Citrus Council of Girl Scouts
Resource Development	Ms. Bernice Jackson Brevard County Human Services

ABSTRACT

Community Commons is a singular partnership in the State of Florida. It is recognized by the Department of Labor and Economic Security as a pilot effort to bring coordinated services to Project Independence clients; a unified approach to reduce duplication and maximize support for the individual family receiving Aid to Families with Dependent Children. These families dwell in the most severe pockets of poverty, and are considered among the most difficult to serve due to a multitude of barriers, current and generational. 83,000 adult residents in Brevard County may be functionally illiterate. Cocoa and Merritt Island Centers include concentrations of families with incomes less than $10,000 annually (average 24%). Census Tract 626, the Cocoa site, is by far the most distressed with 49.3% below poverty level, and the rate of women heading families with children under age 5, a devastating 88%. The primary goal of this project is self sufficiency for families; the client, or head of household, represents one; the children will also receive services and the hope is a break in the intergenerational spiral of dependency on social programs. A full range of educational and social service and employability support coalesced in a unified effort, within the heart of the community, and adaptable to individual families, is the method.

The traditional manner of service delivery and public service program administration has not effectively served this hardest to reach population. For the first time, there is an urgency to assist families to become self sufficient. Separation of services is, in itself, an obstruction. Community Commons' original DLES proposal created a new model, more responsive and adaptive to families, and based on their own unique needs. Clients are referred by Project Independence following an assessment of job readiness and steps needed to move toward self sufficiency. The Community Commons staff is trained to assess, or refer for assessment, the needs of the whole family, and provide on-site, accessible support through its partnership of over 40 agencies. The vision is to provide a center in every housing authority. The pilot program began with one in Cocoa and has expanded to Merritt Island and Melbourne. Titusville and Mims have also expressed a desire for the program.

Each site, or center, provides assessment, counseling, and a mentor relationship with the staff, who are all trained (clerical to administrative) to be aware of the client's progress and contribute to the client's support. This is an extension of the Teacher/Recruiter/Counselor (TRC) concept developed for literacy by Betty Singer. Centers are open 8:00 a.m. to 5:00 p.m. week-days. Activities include ABE/GED preparation by School Board instructors, parenting class, intensive job club for the job ready (a 3 week, daily set of classes covering all aspects of employability). Recreational activities by Pace Setters included $6,000 in seed money in '91 and $2,000 in 1992. These were part of an intervention to promote family stability and substance abuse prevention. A special outreach to female adolescents (for mothers and daughters) centered on self-esteem, presentation skills and affordable wardrobe, and health and disease prevention. A summer of 1992 performance at the Cocoa Village Playhouse, brought the impact of this recreational program to the extended community. Pace Setters also provided technical assistance to achieve objectives and re-evaluate goals. Circles of Care established an on-site counseling office. Project Independence provides day care, transportation and job club facilities. Brevard Community College provides introductory computer skills and 12 especially written vocational language preparation courses (3 levels/4 areas) on-site.

The Extension Service initiated homemaking and cottage industry. Brevard County Community Development Block Grant has provided funding for state-of-the-art computers and set up for Cocoa, Merritt Island and Melbourne computer labs. The Sheriff's Department provides patrols in Merritt Island. The Cocoa Police Department provides patrols and a sub-station in a housing unit near the Cocoa site. The Housing Authority provides facilities @ 50% of cost, including a security system. A host of other support comes from partners such as United Way, Brevard Workforce Development Board, Job Services, etc. (See Partners roster). These are all brought to the Commons area.

The program exists on the agreement to collaborate, placing individual agency agenda secondary to the success of the client! The program staff and on-site expenses are primarily funded from the Florida Department of Labor and Employment Security (DLES) through Brevard Community College as the lead agency, and the Department of Housing and Urban Development (HUD) through the Brevard County Housing Authorities. The DLES funds are available on a 60:40 match ratio. Matchable funds exclude federal or in-kind contributions. Firm match would be non-federal, non-private receiptable contributions, or personnel time from qualifying sources. Needs assessment is done at intake and reevaluated at least every 90 days. Clients are also asked to evaluate staff and services annually at completion and job club evaluations are done monthly. Brevard Community College provides staff evaluation and is audited for compliance with policies and procedures of the funding sources.

REALISTIC EXPECTATIONS

The "not job ready" Project Independence participant in this program is drawn from the most severe poverty areas in the county. Their problems and barriers to self-sufficiency are complex, intrinsic, and multiple.

There will be expectations, and even criticism by some, that more rapid advancement is the only justification for a program. These clients require time. This program does not screen for "most likely to succeed." If anything, it screens for least likely to succeed from among the broader categories, and already difficult to serve, disadvantaged and least educated.

Rapid improvement and advancement does happen. However, a more realistic criteria for success is continual improvement and progress toward the goals in the individual plan.

GED attainment and vocational training are major goals. If the person has a high school diploma but tests low in the TABE, then they are helped to achieve scores equivalent to the GED requirements. Vocational skills training begins immediately with vocational language preparation, computer courses, and cottage industry and progress toward certificate or degree programs.

Every client receives assessment and counseling during the intake process. Beyond the GED, client centered case management will include an individualized family plan, considering that family's unique situation.

* Expect fewer GED's the first year
* Expect the rate of GED attainment to snowball by the 2nd year
* Expect grade level increases each semester
* Expect a need for counseling and instruction in many life skill areas
* Expect a minimum of 2 years to achieve the prerequisites for job readiness

"We must remember that intelligence is not enough. Intelligence plus character -- that is the goal of true education. The complete education gives one not only power of concentration but worthy objectives upon which to concentrate. The broad education will therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living."

Dr. Martin Luther King, Jr.

Aid recipient of 14 years seeks way out

By John McAleenan
FLORIDA TODAY

Vonda Curtis, single mother of three, has made the pilgrimage to that sandstone-colored building atop a little hill in Cocoa. But not too often and never with much success.

In truth, over the past few years, it had been a hassle just to get a minimum-wage cashier's job or some housekeeping work. No surprises here. It was the best an 11th-grade dropout with few skills could hope for.

The paychecks never were enough to cover the bills. Transportation was spotty at best. And good baby-sitters were expensive and hard to find. But the larger truth was that Curtis figured she was doing just fine by keeping the profile exactly where it was. She didn't exactly need a job.

Single mother on welfare, three children. Benefits: $364 a month in Aid to Families with Dependent Children, $305 a month in food stamps, Medicaid (health-care) benefits. Government-subsidized housing (two bedrooms, bath, nice kitchen) for $2 a month.

With only slight variations, this had been a 14-year welfare gig for Curtis. First in Ohio. Then for the past seven years in Cocoa. The money was coming in. She was getting along pretty well.

The only real focus during that period was on her children. "If I did nothing else during that time, I've raised my kids right. They're smart. They are not out on the streets. They know the difference between right and wrong. They know exactly what's expected of them. I'm proudest of that."

With her daughters now ranging in age from 11 to 14, Curtis could have remained a steadfast welfare mother for several more years. She could have had more children.

But last July, 33-year-old Curtis found an invitation in the mailbox. It was not a job offer; it was from the Brevard Housing Authority. Officials there wanted to talk with heads of households in Central Brevard who were receiving Aid to Families with Dependent Children.

They wanted to talk about getting out of traps. They wanted to talk about a deal. The program, undertaken and financed in part by the U.S. Department of Housing and Urban Development, is a melding of public and private resources that would help the family set up a self-sufficiency program.

GED classes leading to a high school diploma would be offered. Grants and scholarships at Brevard Community College would be provided. Child care, counseling and transportation would be available. Cooking and homemaking courses also would be scheduled.

The bottom-line promise: Through technical services training, job apprenticeships, job placement, or college, participants would eventually be entering a labor market that offered a future instead of a dead end.

True, it also offered a risk. With a full-time job, much, if not all, of the welfare money would disappear. Heads of households would be pretty much on their own. In all, 200 invitations were sent. Twenty-four responded. Vonda Curtis was among the 11 who signed up.

"I was tired of nothing happening in my life," Curtis says. "I was ready for a change when I got that invitation. It gave me a focus. Besides, the kids are now old enough to take care of themselves. I figured it was about time to do something positive for *me*. If there are some sacrifices in doing this, then that will have to be OK. It will be worth it. I believe that."

The first, and current, order of business includes counseling sessions and enrollment in Cocoa Community Commons GED classes. "I tried to get my GED twice before," says Curtis, "but I guess I just wasn't ready. This time I feel almost driven to make things better for myself. This is Step One, the big step."

When she has that high school diploma in hand, Curtis, with some more help from family self-sufficiency program, will enter Brevard Community College. Training in photography will be what she seeks here, and the dream is that in three or four years, maybe more, there might be her own small photo studio.

The program, in small ways and large, will help subsidize this dream for the next five to seven years.

Long before all that however, there will be a "first" picture. It will be photo of her own GED graduation ceremony in mid-January. Curtis will be center stage, flanked by daughters Karawn, 14, recently crowned Miss Teen Brevard at Cocoa High School; Myia, 13, on track to make the basketball team at Clearlake Junior High; and Dashawna, 11, who is showing considerable talent on the cello.

Though the promises still are years down the road, Curtis says the benefits already are at hand.

"For the first time in a long while I'm feeling positive about life. I feel happy. I feel good about myself. I think I'm worth something. With all this happening right now, I just have to think that God has blessed me."

Malcolm Denemark, FLORIDA TODAY

VONDA CURTIS of Cocoa hopes to make a better life for herself and her family. She is joined by daughters Dashawna, 11, Karawn, 14, and Myia, 13. Curtis hopes to have her GED by mid-January.

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STRATEGIES

- COORDINATION OF MANY SERVICES FROM A CENTRAL LOCATION
- ENHANCE COMMUNITY COOPERATION FOR A COMMON GOAL
- PROVIDE ACCESSIBLE SERVICES AND INSTRUCTION FOR PROJECT INDEPENDENCE CLIENTS WHO ARE NOT JOB READY
- PROMOTE FAMILY STABILITY
- FACILITATE SELF-SUFFICIENCY AND THEREBY ELIMINATE THE NEED FOR PUBLIC ASSISTANCE
- BUILD SELF-ESTEEM AND CONFIDENCE
- CREATE NEIGHBORHOOD INVOLVEMENT
- PROMOTE GED COMPLETION

BASIC STEPS TO START A PROGRAM

* IDENTIFY MATCHING DOLLAR RESOURCES

60/40 Ratio + Cash

+ Services

Non-Federal, receiptable or contracted services [ABE/GED prep: instructional costs for formally registered credit or non-credit instruction donated to the program, and FTE (under certain circumstances)]

Direct client contact administrative time [Training, Counseling or Instruction]

(In-Kind, such as space, most non-profit salaries, utilities, and volunteer time are not allowed as match.)

+ Administrative time not covered by indirect cost [i.e. outside the lead agency].

Signed Time Logs are required monthly documenting hours and activities of all participants generating matching funds. Services must be unique; not readily available to the general public.

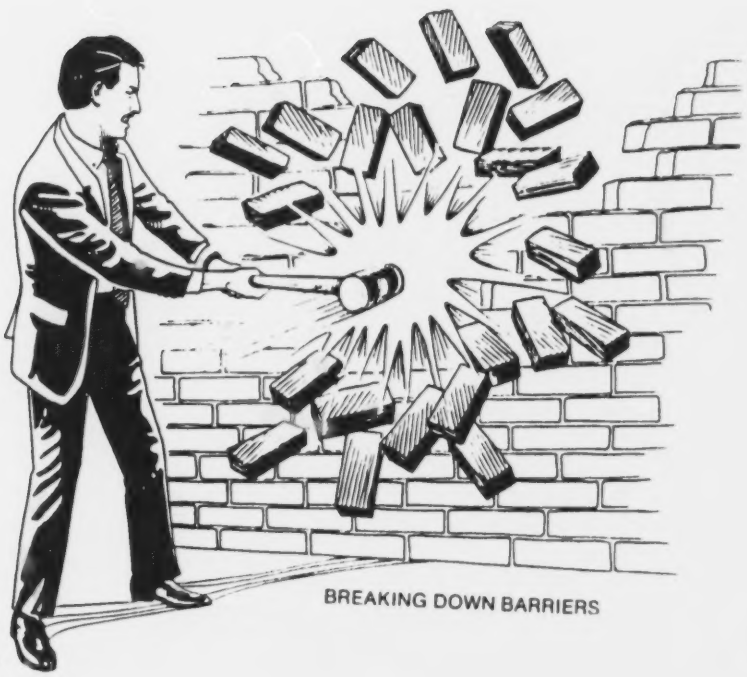
* CAREFUL CHOICE OF PROGRAM DIRECTOR
  Creative/Innovative/Dedicated/Affiliative

* Develop Steering Committee membership from KEY MEMBERS of Community Administration (all county).

* Develop Procedures Manual

* Develop and Train Staff

BE DETERMINED!



BREAKING DOWN BARRIERS

MATCHING GUIDELINES
FOR
PROJECT INDEPENDENCE JOINTLY FUNDED PROGRAMS

A jointly funded program is one in which the Provider contributes the nonfederal match. Use of state and local nonfederal funds is one of the most promising ways to draw down federal Job Opportunities and Basic Skills (JOBS) Training Program dollars to substantially increase enhanced education and training resources for Project Independence (PI) participants. However, the uniform application of the following basic guidelines is necessary.

FUNDING SOURCES

- Nonfederal dollars (with the exception of Community Development Block Grants) must be used to earn JOBS/Federal Financial Participation (FFP).

- FTE dollars local education agencies earn may be used as match when enrolling PI participants in courses which provide enhanced, education/training services "customized" to meet special needs of PI participants.

- Federal match may be earned by the use of state general revenue (GR), lottery dollars, school tax, local government, the educational institution's foundation and/or nonfederal grants.

- Expenditures qualify as match only when they are paid out under a contract for PI services deemed to be enhanced and not otherwise generally available at no charge to PI participants.

MATCH APPLICATION

Under the JOBS/PI program there are two matching rates applied to all jointly funded contracts, i.e. 40% state/60% federal and 50% state/50% federal.

- Staff providing direct participant services, such as assessment counseling, case management, etc., may be funded at the 40/60 matching rate.

- Staff who are employed full-time in a full-time position under the contract to provide contracted services other than direct participant services, may also be charged at the 40/60 matching rate.

- Staff working part-time providing other than direct participant services, such as managing/supervising, job development, clerical support, etc., must be funded at the 50/50 matching rate.

- Staff working less than full-time whose duties encompass both direct participant services and other contract services, may use both matching rates as appropriate.

- Staff support expenditures, such as travel, furniture, supplies, etc., are to be funded at the same matching rate as that of the staff person for whom the support expenditure is made.

- Project Independence participant support expenditures, such as books, training materials, etc., may be funded at the 40/60 matching rate.

Questions concerning all of the above and related areas should be addressed to the appropriate Contract Manager and/or Program Administrator.

IDENTIFY LOCATION

Create a "commons area" for "one-stop shopping" in the marketplace of counseling, education and social services.

* **Stay Close to the Client**

* **Negotiate contract for housing units and services within the Service Area**

    + **Reduced Rents**
    + **Support Services**

* **Be visible and part of the neighborhood**

* **Bring the neighborhood into the program**

* **Bring partner services to the site or nearby area**

* **Make participation accessible**

* **Be consistent and dependable**

* **Facilitate instruction, tracking and follow-up**

COUNTIES AND COUNTY SEATS
with Key to Map

State Capital *Tallahassee* D-1

Alachua, *Gainesville* F-2
Baker, *Macclenny* F-2
Bay, *Panama City* C-2
Bradford, *Starke* G-2
Brevard, *Titusville* H-4
Broward, *Fort Lauderdale* I-7
Calhoun, *Blountstown* C-1
Charlotte, *Punta Gorda* G-6
Citrus, *Inverness* F-3
Clay, *Green Cove Springs* G-2
Collier, *East Naples* G-7
Columbia, *Lake City* F-2
Dade, *Miami* I-7
DeSoto, *Arcadia* G-5
Dixie, *Cross City* F-2
Duval, *Jacksonville* G-2
Escambia, *Pensacola* A-1
Flagler, *Bunnell* H-3
Franklin, *Apalachicola* D-2
Gadsden, *Quincy* D-1
Gilchrist, *Trenton* F-2
Glades, *Moore Haven* H-6
Gulf, *Port St. Joe* C-2
Hamilton, *Jasper* F-1
Hardee, *Wauchula* G-5
Hendry, *LaBelle* H-6
Hernando, *Brooksville* F-4
Highlands, *Sebring* H-5
Hillsborough, *Tampa* F-4
Holmes, *Bonifay* C-1
Indian River, *Vero Beach* H-5
Jackson, *Marianna* C-1
Jefferson, *Monticello* E-1
Lafayette, *Mayo* F-2
Lake, *Tavares* G-3
Lee, *Fort Myers* G-6
Leon, *Tallahassee* D-1
Levy, *Bronson* F-3
Liberty, *Bristol* D-2
Madison, *Madison* E-1
Manatee, *Bradenton* F-5
Marion, *Ocala* G-3
Martin, *Stuart* I-5
Monroe, *Key West* G-8
Nassau, *Fernandina Beach* G-1
Okaloosa, *Crestview* B-1
Okeechobee, *Okeechobee* H-5
Orange, *Orlando* G-4
Osceola, *Kissimmee* H-4
Palm Beach, *West Palm Beach* I-6
Pasco, *Dade City* G-4
Pinellas, *Clearwater* F-4
Polk, *Bartow* G-4
Putnam, *Palatka* G-2
St. Johns, *St. Augustine* G-2
St. Lucie, *Fort Pierce* I-5
Santa Rosa, *Milton* A-1
Sarasota, *Sarasota* F-5
Seminole, *Sanford* H-4
Sumter, *Bushnell* G-4
Suwannee, *Live Oak* F-2
Taylor, *Perry* E-2
Union, *Lake Butler* F-2
Volusia, *DeLand* H-3
Wakulla, *Crawfordville* D-2
Walton, *DeFuniak Springs* B-1
Washington, *Chipley* C-1

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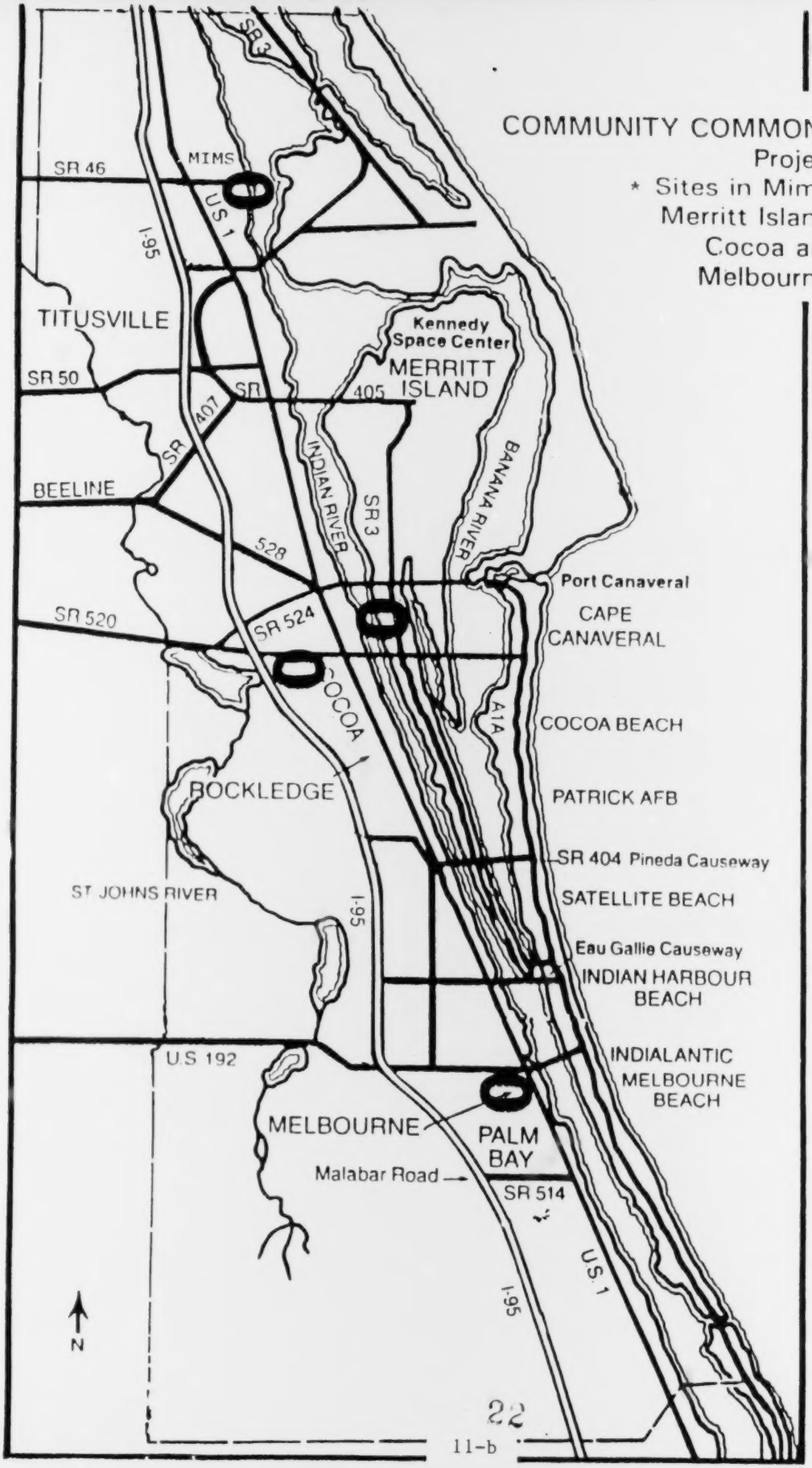
COMMUNITY COMMONS
Project
* Sites in Mims, Merritt Island, Cocoa and Melbourne
SR 46
MIMS
US 1
I-95
TITUSVILLE
Kennedy Space Center
MERRITT ISLAND
SR 50
SR 405
SR 407
BEELINE
INDIAN RIVER
SR 3
BANANA RIVER
528
Port Canaveral
CAPE CANAVERAL
SR 520
SR 524
COCOA
A1A
COCOA BEACH
ROCKLEDGE
PATRICK AFB
SR 404 Pineda Causeway
ST. JOHNS RIVER
SATELLITE BEACH
Eau Gallie Causeway
INDIAN HARBOUR BEACH
U.S 192
INDIALANTIC
MELBOURNE BEACH
MELBOURNE
PALM BAY
Malabar Road
SR 514
N

COMMUNITY COMMONS
RECOGNITION AND ACCOMPLISHMENTS

Community Commons is a collaborative partnership of over 40 social service organizations and agencies. It began as a successful pilot program which has become a model program.

1995

* Services to over 500 heads of Households and over 1500 children in Cocoa, Merritt Island, and Melbourne.

* October opening of third Center in Melbourne

* County support through 2 additional grants (Merritt Island & Melbourne, $30,000.00)

* Presented Workshop to International Conference of the League for Innovation in Community Colleges, Workforce 2000; and State Conferences: Florida Literacy Coalition and ACENET of Florida.

1994

* ACENET of Florida Exemplary Program status:

  Innovative and exemplifies some of the best adult and community education practices in Florida

  Significant impact on the service area

  Successful formation of a needed partnership, therefore, promoted by ACENET for replication throughout Florida

* Recognized by Florida Today/USA Today as one of three finalists for the 1994 Organization of the Year with Hospice and Junior Achievement

* Commended by the Mayor of the City of Cocoa

* Commendation from the Bureau of Project Independence for successful development of the model program

1993/94

* Community Development Block Grants ($44,000) to establish computer labs at Cocoa and Merritt Island centers: nine state-of-the-art computer stations at the Cocoa Center and four at the Merritt Island Center:

* On site licensed counseling (Cocoa Center)

* Opening of a police department sub-station in a housing unit near the Center

* Approval of Housing Authority Grant (3 year plan) for low income entrepreneurs

1992/93

* Two Awards from the National Association of Housing Redevelopment officials in:

  Program Innovation in Client Resident Services

  Administrative Innovation in Utilization of Alternative Human Resources

* Presented workshop at Florida Literacy Coalition: "Achieving Self Sufficiency through Collaborative Efforts." (Providing information on new programs effectively promoting family stability and substance abuse through education)

* Site tours and technical assistance on program start up and partnering: team visit, Polk County educators and social service representatives; Goodwill Industries, Orlando

* Developed strong community support of the Partnership

In 1993, Congressman Jim Bacchus took a moment to listen to a story from one of the children in the nursery after the press conference announcing the NAHRO National Award at the Merritt Island Center.

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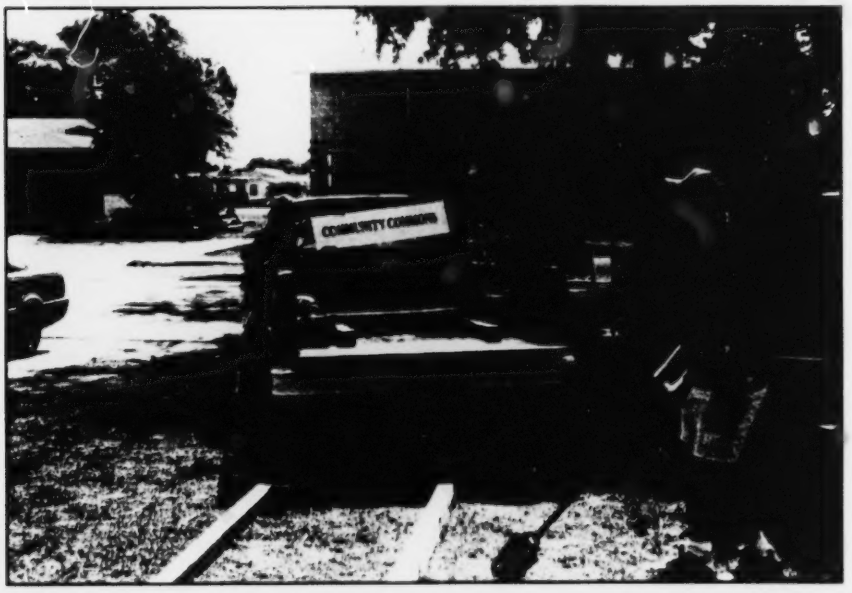
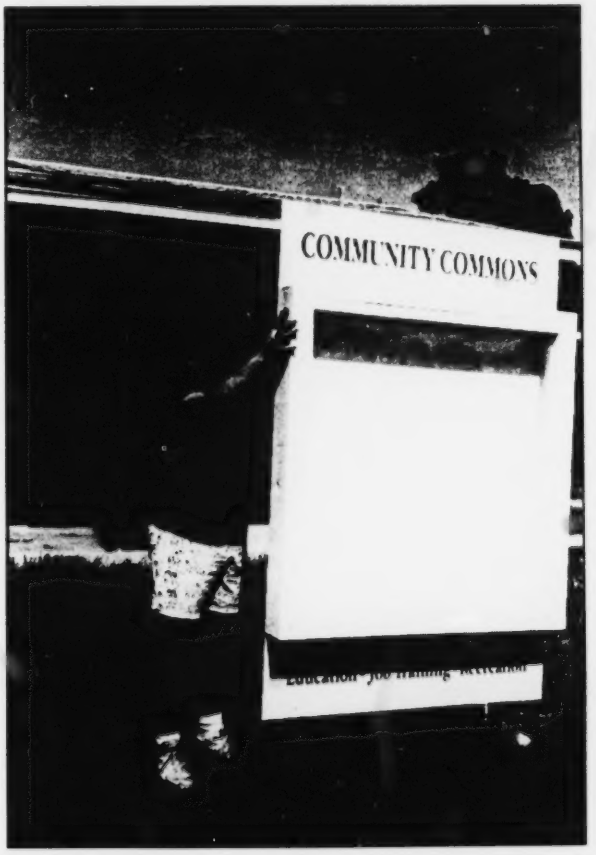
STARTING UP!



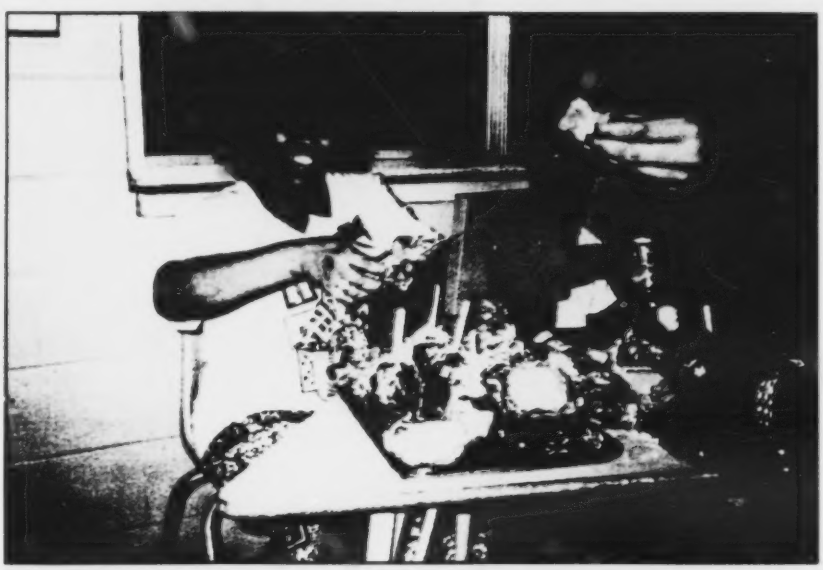
Installation of Signs
(Finally, the neighborhood can stop wondering!)



The Neighborhood Connection

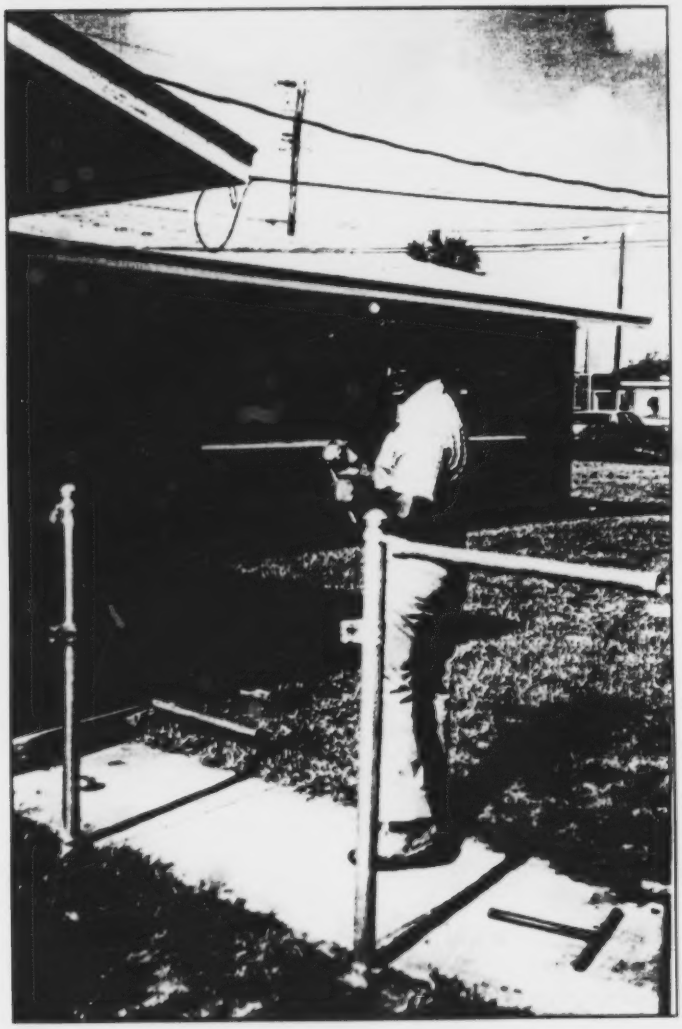
Resident Patrol checks out equipment at Patrol Headquarters before receiving assignments for the evening.

Neighborhood Street Fair



Center staff makes a sale at neighborhood Street Fair.

BE A GOOD NEIGHBOR



Installation of security fence serves as a Safe Place for children in the Childcare Program and children in the neighborhood as well.

PARTNERSHIP ORGANIZATION

The Steering Committee represents:

* HRS/Project Independence
* Brevard Community College
* Brevard County Housing Authority
* Community Development Block Grant
* Brevard County School District
* Job Services
* Job Training program
* Social Service agencies
* Government
* Community Based Organizations
* Business/Industry
* Libraries
* Special projects/programs
* Law Enforcement
* Religious organizations

The steering committee meets monthly. An Executive Board appointed by the steering committee meets several days prior to the steering committee meeting. The Executive Board discusses issues and prepares the monthly agenda. Executive Board meetings are open to all. Their purpose is to refine issues prior to the steering committee meeting.

(Monthly meetings were essential in the beginning stages of the program).

DEFINITION OF RESPONSIBILITY/ROLE
BREVARD COMMUNITY COLLEGE/STEERING COMMITTEE

BREVARD COMMUNITY COLLEGE
(Dual Roles)

1. Member of partnership agencies providing education services, and other resources available through the college.
   * Provide curriculum and enrollment assistance
   * Provide resources for personal growth and development where available within the institution

2. Lead Agency responsible for Community Commons programs funded through BCC

   A. Development and submission of funding proposals

   B. Fiscal Management of grant monies
      * Reports
      * Disbursement of funds
      * Requests for reimbursement from DLES

   C. Program Management and Integrity
      * Collaborate with housing authority and other partners to provide maximum service
      * Planning to achieve objectives
      * Monitor goals and objectives
      * Provide a vehicle to advertise, interview, approve appointments and hire personnel
      * Receive and implement fundraising/activity recommendations from the Steering Committee
      * Provide day to day operational support for each site as needed for purchases, personnel, maintenance, etc.

STEERING COMMITTEE

A. Advisory function to achieve program implementation
   * Resources
   * Programming
   * Planning short term and long term objectives/goals
   * Recommend individuals to personnel
   * Recommend staffing relevant to client needs

B. Recommend action to solve problems
   * Review goals and objectives
   * Search out funding sources
   * Assist with grant development through BCC Development office
   * Assist with public relations and outreach efforts

C. Provide a vehicle for communication between the members of the partnership, the lead agency, the community, and clients on:
   * Quality Education
   * Counseling
   * Planning
   * Follow-up services for clients
   * Needs assessment
   * Resource development
   * Public relations
   * Activities
   * Resource needs/resolution 29

THE PARTNERSHIP AND FUTURE PLANNING

* Goals: To provide education, job training, social services, recreation and a drug free environment to communities of welfare and low income families; to assist 100 families annually in achieving self sufficiency as quickly as possible and break the repetitive cycle of welfare dependence.

* The Model: A "Commons" area where clients live; where they can find in the social service market place those "goods and services" they need to advance economically. Trained professionals deliver services based on individual family dynamics, structure and cultural background. Local support will come from a collaborative partnership, now over 40 members, to provide services as indicated by the individual family plan.

* Funding: Department of Labor and Employment Security grant through Project Independence. Brevard Community College is the lead agency providing administrative and fiscal management as well as instruction in vocational preparation and computer skills. The Department of Housing and Urban Development provides affordable facilities through the Brevard County Housing Authority. The School Board of Brevard County provides Adult Basic Education and GED preparation classes daily. The Brevard County Community & Housing Development Board and the City of Melboune Community Block Grants provides computer labs with state of the art equipment at Cocoa, Merritt Island and Melbourne Centers. Pacesetters provided technical assistance for program planning and evaluation, and recreation for youth. On-site counseling is provided by professional licensed counselors. A host of other support comes from partners such as the Cocoa Police Department (bike patrols and nearby sub-station), United Way, the Private Industry Council, Job Services, County Extension Service, etc. These are all brought to the Commons area.

* The Method: Project Independence counselors determine job readiness. Referrals to Community Commons receive assessment and counseling to develop an individual family plan. All staff are trained to be aware of client progress and contribute to the client's support. Centers are open 8 am-5 pm week days. School Board instructors provide TABE testing and ABE/GED preparation. Brevard Community College provides introductory computer skills, and 12 especially written vocational language preparation courses (3 levels/4 areas) on site. Job Club teaches employability skills daily in three week sessions to Cocoa, Merritt Island and Melbourne participants. To support success, a full range of educational social service, and employability services are then coalesced in the heart of the community, adaptable to individual family conditions.

* Future Planning: The vision is to provide a center in every Housing Area. The first center in Cocoa has expanded to centers in Merritt Island and Melbourne. Future planning includes development of match for centers in Titusville, Mims and Palm Bay.

The last phase will be to continue a strong employment referral base and to provide assistance for low income entrepreneurs.

BREVARD COMMUNITY COLLEGE
COMMUNITY COMMONS

ARTICLE I - NAME

THE NAME OF THIS ORGANIZATION SHALL BE COMMUNITY COMMONS STEERING COMMITTEE WITH ITS PRINCIPAL PLACE OF BUSINESS IN COCOA, BREVARD COUNTY, FLORIDA.

ARTICLE II - PURPOSE

THE PRIMARY PURPOSE OF THIS ORGANIZATION SHALL BE TO PROVIDE EXPERTISE IN THE OVERALL DIRECTION OF THE PROGRAM ASSURING DELIVERY OF SERVICES AND RESOLUTION OF PROBLEMS.

ARTICLE III - MEMBERSHIP

SECTION 1. MEMBERSHIP - THE MEMBERSHIP OF THE ORGANIZATION SHALL CONSIST OF NO FEWER THAN SEVEN PERSONS WHO AGREE TO PARTICIPATE REGULARLY IN THE AFFAIRS OF THE ORGANIZATION, AND ARE ELECTED AT THE ANNUAL MEETING.

SECTION 2. TERM OF MEMBERSHIP - THE TERM OF MEMBERSHIP SHALL BE FOR THE ORGANIZATION YEAR WHICH SHALL BEGIN THE FIRST DAY OF OCTOBER AND END THE LAST DAY OF SEPTEMBER OF THE FOLLOWING YEAR.

SECTION 3. MEETINGS - A MEMBERSHIP MEETING SHALL BE HELD EACH MONTH AT A TIME AND PLACE TO BE DETERMINED BY THE EXECUTIVE COMMITTEE. SPECIAL MEETINGS SHALL BE CALLED BY THE MAJORITY VOTE OF THE EXECUTIVE COMMITTEE OF THE COMMITTEE, OR UPON WRITTEN REQUEST OF FOUR MEMBERS OF THE ORGANIZATION.

ARTICLE IV - RULES

SECTION 1. RULES - THE COMMITTEE SHALL ENACT SUCH RULES, POLICIES AND REGULATIONS AS MAY BE DEEMED NECESSARY TO CONDUCT THE GENERAL ADMINISTRATIVE BUSINESS OF THE ORGANIZATION.

ARTICLE V - OFFICERS

SECTION 1. TERM OF OFFICE - AT ITS OCTOBER MEETING, THE COMMITTEE SHALL ELECT THREE OFFICERS FROM ITS MEMBERSHIP; A CHAIRPERSON, A VICE-CHAIRPERSON AND A SECRETARY. THE OFFICERS SHALL SERVE FOR ONE YEAR WHICH SHALL BE THE ORGANIZATION YEAR AND MAY BE ELECTED ONCE TO A CONSECUTIVE TERM. COMMITTEE CHAIRPERSONS SHALL BE APPOINTED BY THE CHAIRPERSON OF THE STEERING COMMITTEE WITH APPROVAL OF THE MEMBERSHIP.

SECTION 2. REMOVAL FROM OFFICE - ANY OFFICER MAY BE REMOVED FROM OFFICE BY THE AFFIRMATIVE VOTE OF FIFTY-ONE PERCENT OF THE COMMITTEE. ANY VACANCY SHALL BE FILLED AS PER ARTICLE V SECTION 1.

SECTION 3. DUTIES

A. CHAIRPERSON - THE CHAIRPERSON SHALL PRESIDE AT ALL MEETINGS OF THE MEMBERSHIP AND THE EXECUTIVE COMMITTEE. THE CHAIRPERSON SHALL SEE THAT ORDERS AND RESOLUTIONS OF THE COMMITTEE ARE IMPLEMENTED. THE CHAIRPERSON SHALL APPOINT ALL STANDING AND SPECIAL COMMITTEES SUBJECT TO THE APPROVAL OF THE EXECUTIVE COMMITTEE.

B. VICE-CHAIRPERSON - THE VICE-CHAIRPERSON SHALL ACT IN THE ABSENCE OF THE CHAIRPERSON. (IN THE ABSENCE OR DISABILITY OF THE OFFICERS NAMED, A MEMBER OF THE COMMITTEE MAY BE ELECTED TEMPORARILY.)

C. SECRETARY - THE SECRETARY SHALL KEEP THE RECORDS, THE MINUTES OF MEETINGS AND AN ATTENDANCE RECORD. THE SECRETARY SHALL BE RESPONSIBLE FOR NOTIFYING OFFICERS, COMMITTEES, AND THE MEMBERSHIP OF ALL SCHEDULED MEETINGS.

ARTICLE VI - COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE - THE EXECUTIVE COMMITTEE OF THE STEERING COMMITTEE SHALL CONSIST OF THE CHAIRPERSON, VICE-CHAIRPERSON, SECRETARY, COMMITTEE CHAIRPERSONS, PROJECT DIRECTOR AND IMMEDIATE PAST CHAIRPERSON. THE EXECUTIVE COMMITTEE SHALL HAVE THE AUTHORITY TO ACT FOR THE COMMITTEE BETWEEN MEETINGS OF THE COMMITTEE EXCEPT THAT THE EXECUTIVE COMMITTEE MAY NOT ALTER, MODIFY, OR RESCIND ANY EXISTING ACTION OR POLICY OF THE COMMITTEE. A MAJORITY OF THE EXECUTIVE COMMITTEE SHALL CONSTITUTE A QUORUM AT ALL MEETINGS AND THE MAJORITY VOTE OF A QUORUM MAY APPROVE A PROPOSED ACTION BY THE EXECUTIVE COMMITTEE.

SECTION 2. OTHER COMMITTEES - THE CHAIRPERSON MAY APPOINT SUCH OTHER STANDING OR SPECIAL COMMITTEES TO CONDUCT PREPARATORY RESEARCH OR REPORTS FOR CONSIDERATION BY THE COMMITTEE IN ORDER TO EXPEDITE THE ACTIVITIES OF THE COMMITTEE.

SECTION 3. NOMINATING COMMITTEE - THE CHAIRPERSON OF THE COMMITTEE SHALL BY THE FIRST MONDAY OF THE THIRD MONTH PRECEDING THE ANNUAL MEETING, APPOINT A NOMINATING COMMITTEE CONSISTING OF THREE COMMITTEE MEMBERS. THE COMMITTEE SHALL PREPARE A SLATE OF CANDIDATES FOR OFFICERS OF THE COMMITTEE. THE SLATE SHALL BE PLACED IN NOMINATION AT THE COMMITTEE MEETING PRECEDING THE OCTOBER MEETING. THE SLATE SHALL BE SUBMITTED IN WRITING TO THE MEMBERSHIP ALONG WITH THE NOTICE OF THE TIME AND PLACE OF THE ANNUAL MEETING AT LEAST TEN DAYS IN ADVANCE OF THAT MEETING.

ARTICLE VII - AMENDMENTS

THESE BY-LAWS MAY BE AMENDED BY THE AFFIRMATIVE VOTE OF TWO-THIRDS OF THE COMMITTEE AT ANY MEETING OF THE COMMITTEE AT WHICH A QUORUM IS PRESENT PROVIDED THAT THE PROPOSED AMENDMENT MUST BE PUBLISHED IN THE NOTICE OF SAID MEETING.

COMMUNITY COMMONS

PARTNERS

Alternative Recovery Treatment Services of Brevard. Inc.
Anderson Elementary School
Arthritis Foundation
Big Brothers & Big Sisters of Brevard, Inc.
Boy Scouts of America
Brevard Community College, Community & Professional Education
Brevard Community College, Job Training Office
Brevard Community College, Learning Lab
Brevard Community College, Learning Resources Center
Brevard County Board of County Commissioners
Brevard County Board of Education
Brevard County Housing Authority
Brevard County Human Services
Brevard County Libraries
Brevard County School Board
Brevard County Sheriff's Department
Brevard Food Bank
Brevard Workforce Development Board
Catholic Social Services
Central Area Adult Education
Child Care Association of Brevard
Childrens Home Society
Circles of Care
Citrus Council of Girl Scouts
City of Cocoa Police Department
Coalition for the Hungry and Homeless of Brevard Co.
Community Housing Initiative Trust
COPE of Brevard
CPC Palm Bay Hospital
Crosswinds Youth Services, Inc.
Devereaux Hospital & Children's Center
Displaced Homemakers Program
Florida Job Services
Goodwill Industries of Central Florida, Inc.
Grant Street Community Center
Harbor City Ambulance
HRS Foster Care
Joe Lee Smith Recreation Center
Juvenile Services Program
Leadership Brevard

COMMUNITY COMMONS PARTNERS (cont.)

Melbourne Police Department
North Area Adult Center
PACEsetters
Prenatal & Infant Health Care Coalition of Brevard
Project Independence/DLES
Project REWARD
Public Health Department
Public Housing Authority
Rites of Passage
Space Coast Private Industry Council
The Salvation Army
UCF College of Health and Public Affairs
United Way
University of Florida Extension Service, Cocoa Campus
Vista Brevard Food Bank
WE CARE Program
YMCA of Brevard County, Inc.
ZDI, Inc.

TARGET POPULATION

The Project Independence Participant

Project Independence (P.I.) clients are identified as people who are receiving public assistance through Aid to Families with Dependent Children (AFDC). If the youngest child in a family receiving AFDC is 3 years of age or above, the parent must be in employment or in an educational program in order to receive public assistance. The 1991 legislature required an AFDC/PI participant (or Job Training Partnership ACT, JTPA client) to have 12 years of school in order to be job ready.

Screening of Community Commons participants is done by the Project Independence counselor, who works closely with the Community Commons Lab Coordinators.

Personal contact with clients to give information is best, since reading levels are usually below 8.9 grade level. Letters and flyers are not so useful for this purpose.

TABE testing, using the locator is then done at Community Commons. An individualized family plan is constructed and appropriate counseling and referrals made to begin the process toward job readiness. Often this includes ABE/GED preparation, specially written vocational language to increase proficiency in workplace language, cottage industry skill training in short seminars, parenting instruction, computer skills training, job club, career testing, and introduction to degree and vocational programs.

THE VISION

Community Commons has been honored nationally for its innovation in two areas. The National Association of Housing and Redevelopment officials gave their 1992 Award of Merit to the Housing Authority of Brevard County for the Community Commons in the category of Program Innovation and client resident services. The award was received a second time in 1994 for administrative innovation. Congressman, Jim Bacchus, as well as Walter Hawkins, special assistant to the Mayor of Orlando, visited the center. Project Staff presented technical advice on program funding to other Community Colleges and agency managers at the DLES grant training, April 1994 in Orlando. DLES program administrators have encouraged development of Community Commons as a pilot program with significant potential for replication. The program has hosted visitors to tour the sites, with following discussion and technical assistance on program start up and maintenance (Goodwill Industries, Orlando; team visit from Polk County representatives). A workshop was given in Tampa for the Florida Literacy Coalition in 1993 to provide information on new programs effectively addressing family stability, and substance abuse prevention through education: "Achieving Self-Sufficiency through Collaborative Efforts". Numerous presentations have been made through local agencies.

Funding from the DLES (JOBS) source, requires that services are provided in a unique way; in this case brought to the Client in their home area. (Services easily available to anyone do not merit funding). Community Commons has taken that vision, often stated and rarely accomplished, to get us all together. It has achieved the incredible task of bringing over 50 partners together, not in an advisory or limited way, but in substantial, concrete, participation with families and children to promote self-sufficiency.

It was decided to adopt a new model, a commons area where clients lived, where they could come, be welcomed, and find in the market place those individual goods and services they need to advance economically. The emphasis was on social, political, medical, legal, economic, educational, vocational, cultural, mental and emotional foundations. It started in a wistful, doubtful conversation, and has become reality.

The expectation was that two years would be the absolute minimum for a person with maximum barriers to achieve a minimum state of self-sufficiency. Indigent parents, and their children, are "million dollar families", costing the state about one million per generation in administrative, medical, housing and legal expenses. All this support has been expensive, and has reduced hunger, homelessness and disease, but has not produced independence. Clients themselves are not convinced any new program will mean real change for them. Building trust became a priority; it was not automatic.

Community Commons provides a one-stop approach, with on-site access to trained professionals who can deliver services based on the individual family dynamics, structure, dwelling and cultural background. An Individual Family Development Plan (IFDP) is developed for the Project Independence family in the Housing Authority. Cooperating agencies then deliver services requested with emphasis on services provided at the site, and managed by the lab coordinator.

Evaluation Results in an Individualized Plan

PLANNING:
MAP TO
SUCCESS

Support the Whole Person

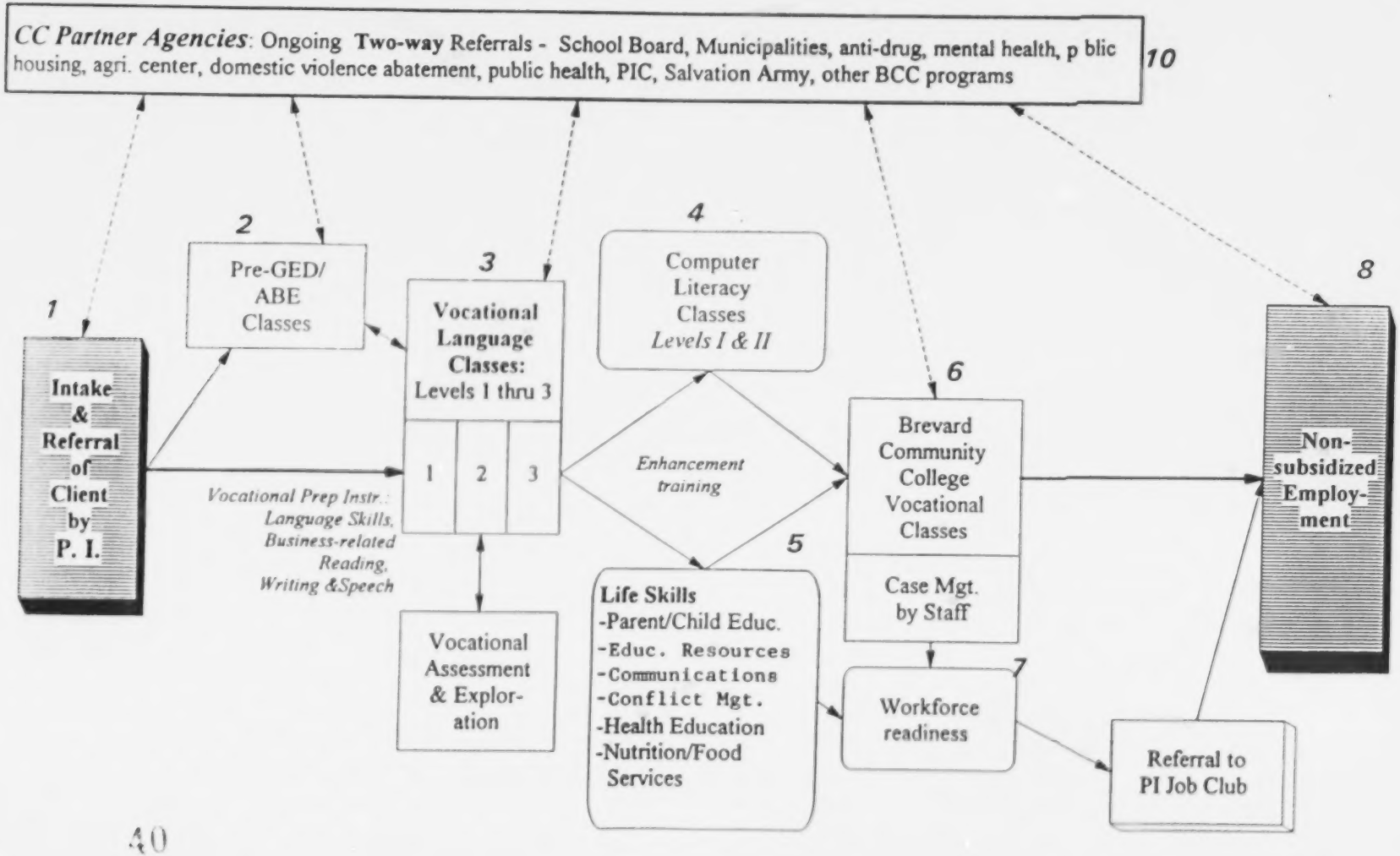
Consider the Family

Initiate Job Skills Training

Education is the Foundation

Exhibit A

Community Commons 1995-96 Operating Plan



Steps to Self-Sufficiency

- Workforce Preparation Classes
  Childcare Classes, Cottage Industry, and much more
- Occupational Training
  Classes Relating to Different Careers, Work Experience, Career Shadowing
- GED Preparation
  Reading, Writing and Math
- Applied Learning Skills
  Budgeting, Sewing, Nutrition, Food Services
- Vocational Training
  Keyboarding, Computer Literacy, Vocational Language Classes
- Social Services
  Parenting and Counseling Services

Career shadowing and work experience lead to employment.

A Community Commons Success Story!

This GED graduate now makes excellent grades in college and works toward a degree in Hospitality Management.

CENTER FUNCTIONS/IMPLEMENTATION OF GOALS

PROGRAM GOALS:
To promote self-sufficiency for Project Independence clients through a distinctive program supported by a countywide coalition with unified goals focused in a central area; to facilitate success by bringing services directly to the community at risk, ensuring accessibility and reduction of barriers to success for 100 clients through testing and assessment; intensive service provision on site from all partners.

TARGET CLIENTELE:
Target clientele are participants in Project Independence; receiving Aid to Families with Dependent Children and referred for intensive evaluation and services by Project Independence. Enrollment in Community Commons requires an individual action plan, with periodic review and exit on completion.

NEEDS ASSESSMENT:
A needs survey was done in 1991-1992 by Brevard Community College and sent to all residents of the Brevard Housing Authority to determine educational/social service needs in the area. An HRS demographic survey was reviewed showing 2.2% or 9,272 family members receiving AFDC. The initial site is in Census tract 626; identified as a concentrated area of poverty with a devastating 88% of women heading families in poverty. Individual clients are interviewed by Project Independence using the P.I. participant information Form #4139. Community Commons develops an individualized contract (plan of action). Clients provide ongoing and annual evaluations of staff and services.

INSTRUCTIONAL MATERIALS AND EQUIPMENT:
18-IBM computers (windows and Microsoft Office Pkg.); 4 IBM PS2 model 30 computers (windows and microsoft word). PACE Learning System: competency cabinets math, language and reading; Queve Company - Pre-GED preparation software; Pre-GED Videos, Kentucky Network (KET) GED software, ALGE-Blaster Plus (1st/2nd Semester Algebra). Educational Learning System (ESL) Skills Bank 3 (Math, reading and writing). Algebra/Geometry Lab pack software. Volunteer training video-TV-VCR. Vocational preparation language curriculum (3 levels of reading, writing, technical, and speaking). Promotional Video.

PROGRAM OPERATION:
Brevard Community College is the lead agency and staffs the three Community Commons learning centers (Cocoa, Merritt Island and Melbourne) where over 50 partners bring a variety of services, including: counseling, TABE testing, ABE/GED prep, instruction, vocational/cottage skills, job readiness, personal counseling, parenting skills, drug elimination programs. All services are brought to the Center or transportation is provided in exceptional cases. Project Independence determines job readiness and refers clients to Community Commons to receive partner services. P.I. provides a 3 week intensive job club outreach coordinator. The program is essentially self-paced.

STUDENT ASSESSMENT TOOLS:
Initial assessment is done at Project Independence to determine if the client is job ready or not. If not, client is referred to Community Commons with recommendations from P.I. for steps needed to achieve self-sufficiency. Community Commons staff will arrange for TABE testing through on-site school board staff; counseling assessment through Circles of Care staff on-site to help with parenting skills, drug rehabilitation and other issues which impede success; Brevard Community College will provide career interest inventories as requested and the Brevard Workforce Development Board aptitude testing as appropriate.

RECORD KEEPING PROCESS:
All clients are enrolled with a formal action plan (contract). TABE testing level (level D) is administered and level completion monitored with periodic post testing.

The action plan is evaluated by the Community Commons learning lab coordinator as a checklist to track progress and/or reevaluate goals. Data on overall program objectives is reported monthly to the Department of Labor and Economic security, including grade level advancement, lab hours completed, practice GED's, vocational language hours, GED and other completions, support, referrals and home visits.

STAFF DEVELOPMENT ACTIVITIES:
Staff are provided with ongoing training opportunities such as: multicultural diversity, office management, training volunteers/How to Teach Adults, Technical training in grants and administration, monthly staff meetings, and computer operation. These are available through Brevard Community College, School Board of Brevard County, HRS and the Departments of Education and Labor, Patrick AFB, and others, such as, Pace Setters' "Compass Process Workshops": self-evaluation of goals and Board training.

SUPPORT SERVICES:
Support services are the strength of Community Commons through a unique system of collaboration. PREVENT provides full time counselors on-site for on-going as well as walk-in assistance. School Board provides ABE/GED prep instruction. City of Cocoa provides patrols. CDBG has funded state-of-the-art computer labs for ABE/GED prep and vocational preparation training. Project Independence provides day care, transportation, and intensive job club training. Project Independence also provides uniforms, start-up tools, school supplies, and auto repairs, if needed.

PROGRAM EFFECTIVENESS:
As students entered the pipeline, a minimum 2 years estimate was anticipated to produce substantial results. By 1993, the arrest rate had declined in the area and partners involved had grown from 28 to over 50. By 1994, 50 clients completed their GED and 40 had been placed in jobs. By 1995, 550 families had been served (including 1,500 children). Since 1992, 400 participants completed an extensive 4 week job club. Of those referred to job club since 1992, 300 were employed. The requested center in Melbourne opened in October, 1995. Clients routinely move up several grade levels a semester, and long term clients move into college level training and/or employment.

IMPLEMENTATION

SIZE OF THE PROGRAM:

This program has served approximately 550 Project Independence families. Children of these families are included in services (over 1,500 persons total). A staff of six provides direct contact, referral, services and follow-up. The Learning Lab Coordinator at each site has an approximate caseload of 50, providing adequate attention to individual clients. Children of clients also benefit from parenting skill instruction, child care cooperation, family support services, and recreational activities.

STAFF MEMBERS (ADMINISTRATIVE, INSTRUCTIONAL, AND SUPPORT):

Minimum staff requirements are: project director, learning lab coordinators (one at each site), job club specialist/job developer/recruitment coordinator for each location, project secretary, and one or more client services technicians between sites. The lead agency (Brevard Community College) provides an executive director and fiscal management. A steering committee develops resources and provides technical advice. The executive board is composed of officers of the steering committee. The program also shares the Family self sufficiency Advisory Board.

All staff must be qualified to provide sensitive support and monitor clients, using the T.R.C. or Teacher/Recruiter/Counselor concept developed for Brevard Community College's Literacy Center by former and retired Dean of Adult and Continuing Education, Bette Singer. The director needs strong administrative abilities, and fiscal, personnel and resource development skills. Staff will meet institutional degree and experience requirements in education and/or counseling and have an in-depth knowledge of local resources and services.

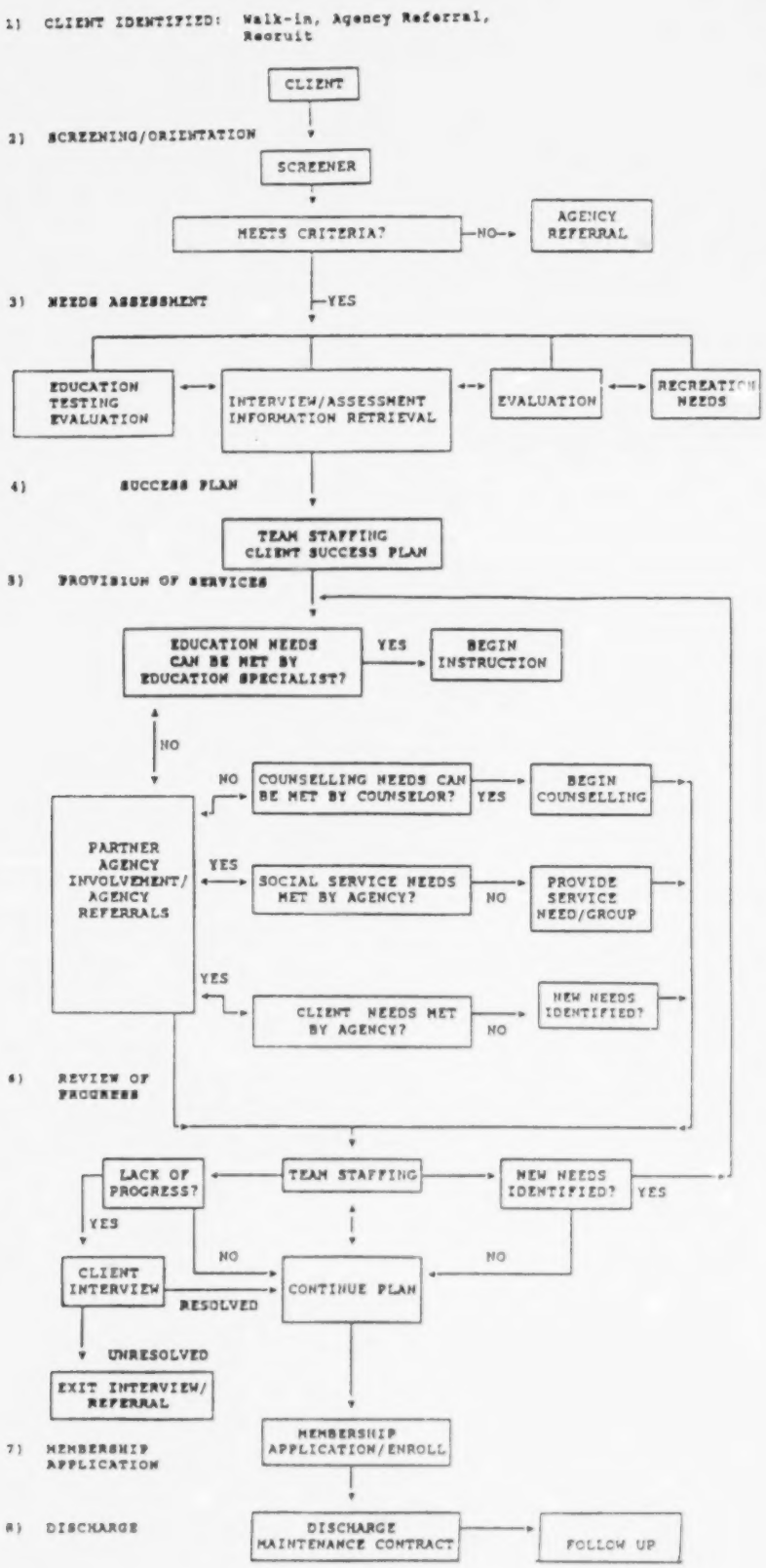
RESOURCES:

A site for approximately 50 clients to house each center/lab, possibly in the local housing authority (Brevard Housing Authority provides facilities at 50% of cost); resources for maintenance; agreements with the School Board, law enforcement (patrols/auxiliary offices), counseling agencies, Housing Authority and a lead agency are minimal for start up, and presume significant contributions from these entities in terms of on-site personnel, administration and resource development.

SERVICES AVAILABLE AT SITES

* TABE testing
* Job readiness support and case management
* Vocational language classes
* Fully equipped and state-of-the-art computer lab
* Keyboarding and computer introduction classes
* Adult Basic Education and GED preparation
* PREVENT counselors, by appointment or walk-in
* Cottage industry skills instruction
* Vocational interest testing
* College library skills
* Parent education
* Referrals to support services
* Home visits and tracking
* Recreational and educational support for children of clients
* Police department sub-station
  (security, community liaison and vocational information)

PARTICIPANT FLOW CHART



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COCOA HOUSING AUTHORITY

COMMUNITY COMMONS LEARNING CENTER
617 Johnson Street, Cocoa, FL 32922

APPLIED LEARNING CENTER
620 Johnson Road, Cocoa, FL 32922

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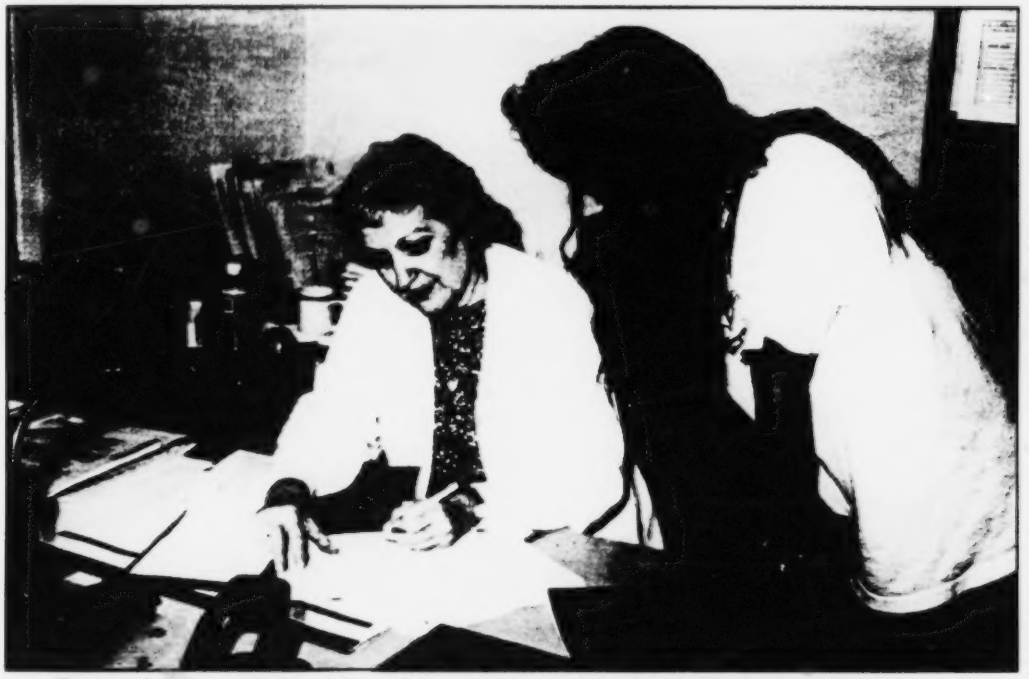

Brevard County School Board instructor explains TABE scores to participant.

Lab Coordinator helps to solve math problems.

A BANNER DAY . . .

Above: Cassandra Neil, the first GED graduate, opens gifts at a celebration honoring her success. Below: Denise Hatcher, tenant patrol graduate.

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COTTAGE INDUSTRY

Brevard County Extension Service partner demonstrates cottage industry skills.

Student proudly displays her skill in drapery construction.

COMMUNITY COMMONS LEARNING CENTER
COCOA CENTER COMPUTER LAB

In October, 1993, the Brevard County Community Development Block Grant (CDBG) program awarded $30,000 to Brevard Community College Community Commons. The purpose of this funding was to establish a fully-equipped, state-of-the-art computer lab at the Cocoa learning center. A total of ten (10) 486DX minitower PC computers and support equipment were installed to enhance GED preparation, Applied Learning and Limited English Proficiency classes.

A dream realized . . .

In October, 1994, Keyboarding and Computer Literacy classes began with instructions through Brevard Community College's Community and Professional Education Department.

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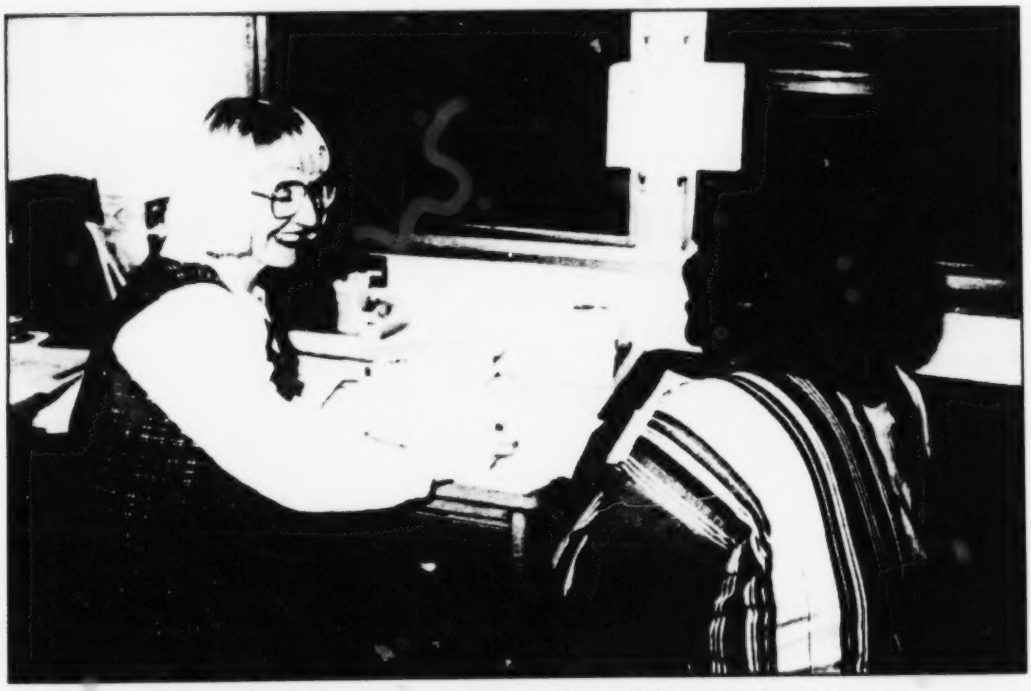
MERRITT ISLAND HOUSING AUTHORITY

COMMUNITY COMMONS LEARNING CENTER
459 Roosevelt St., Merritt Island, FL 32953



Brevard School Board instructor completes Educational Assessment.

CLIENT ACTIVITY

GED Preparation Using Skills Cabinets:

- **Math**
- **Reading**
- **English**

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COMMUNITY COMMONS LEARNING CENTER
MERRITT ISLAND CENTER COMPUTER LAB

In January, 1995, the Brevard County Community Development Block Grant (CDBG) program awarded an additional $14,000 to establish a fully-equipped state-of-the-art computer lab at the Merritt Island learning site. A total of four (4) minitower PC computers and support equipment were purchased.

On February 1, 1995, a dream is fulfilled. The Merritt Island Learning Center begins Keyboarding and Computer Literacy classes at the home site.

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PUTTING IT ALL TOGETHER

REFERRALS

Vocational Certificate Programs

College Degree Programs

General Equivalency Diploma (GED)

Job Training Programs

WENDI Classes
(When Entering New Directions of Identity)

Displaced Homemakers

Project REWARD
(Single Parent Program)

Support Volunteers

Job Leads

Emergency and Health Services

Private Providers

Related Social Services Support Programs

STAFFING AND JOB DESCRIPTIONS

* The Director determines the focus and quality of the program, provides leadership in the field, and implements the program objectives.

* It is imperative that the Director be chosen with careful consideration of input from the community through the Steering Committee.

  (The lead agency may choose to reserve the right to determine the final choice)

* An effective search will include screening, progressive interviews and a final committee interview with members of both the lead agency and the Executive Board of the Steering Committee.

PROGRAM DIRECTOR

* Excellent communications skills
* Excellent interpersonal and team building skills
* Training in education, especially working with the Disadvantaged
* Dedicated to community service
* Innovative and able to promote and incorporate collaboration at all levels
* Excellent grantsmanship skills
* Excellent speaker and community advocate
* Determined to succeed
* Successful Fund Raiser
* Enthusiastic, warm, able to bring people together

Brevard Community College Job Description

PROGRAM DIRECTOR
COMMUNITY COMMONS

JOB CONCEPT:

Provide grant management for Community Commons Program to ensure compliance with terms of the grant and DLES/BCC policies and procedures. Liaison with HRS/DLES, community and other agencies and institutions to benefit program and client goals. Coordinate and manage staff and activities of the grant program to provide intake assessment, counseling, and services.

DUTIES AND RESPONSIBILITIES:

Plan, direct, and coordinate activities of the Community Commons Program to ensure that aims, goals, and objectives specified for the project are accomplished in accordance with prescribed priorities, time limitation, and funding requirements.

Submit project proposal including plan to insure implementation of goals and objectives within time frame and funding limitations; prepare amendments; determine methods and procedures for accomplishment of Project, staffing requirements, and allotment of funds to various phases of project. Review progress of the grant, and report as required to DLES.

Develop staffing plan; establish work plan and schedules for each phase of project in accordance with time limitations and funding. Monthly staffing/progress report with unit goals.

Recruit, or request assignment of, personnel according to staffing plan.

Prepare personnel request, screen resumes, review applicants.

Confer with staff to outline project plans, designate personnel who will have responsibilities for phases of project, and establish scope of authority. Supervise Community Commons Staff; provide or refer for training as needed.

Confer with project personnel to provide technical advice, assist in solving problems, and provide client services within goals and objectives of the grant.

Direct and coordinate activities of project through delegated subordinates and establish budget control systems for controlling expenditures. Comply with college and HRS/DLES guidelines regarding the budget.

Monthly Review of accounting; reports/amendments and monetary transfer requests; Prepare purchase requisitions, medial releases. Perform outreach, supervise job development, research data, and publications.

Review project reports of subordinates on status of each phase and modify schedules as required to meet goals and objectives.

Prepare monthly and quarterly reports as required by DLES and for review of executive director.

Prepare annual program reports for HRS/DLES, EEOC, CDBG, and other funding sources. Review annual financial report.

Act as liaison between HRS District VII and Community Commons Program in compliance with terms of the grant. Comply with requirements resulting from HRS/DLES visitations and reports.

Interact with local agencies and personnel to promote collaboration and ensure project needs are included in community assessments; project data is useful to related community agencies; program interaction is extended to all agencies to coordinate services for clients; and that communication is open and effective between agencies and partners. Assess project activities and evaluate strategies to maximize client success.

Schedule or delegate: Interviews as needed to determine clients eligibility; assess and counsel individual clients; provide ongoing counseling and referral services as needed.

Perform any other duties as assigned or requested within boundaries of the grant.

SUPERVISION:

The Program Director will be responsible to the Director of Community and Professional Education.

EDUCATION AND EXPERIENCE:

A degree in Business or a related field, plus strong social service and administrative experiences, preferably with a government program. Experience with supervisory and educational programs, sensitivity to the population being served; excellent communication and resolution skills.

MINIMUM REQUIREMENTS: Degree in Business or related field.

SECRETARY

* Friendly, caring and able to relate to clients and community.

* Excellent clerical, computer and office management skills.

* Detail oriented and self-motivated

* Trained in concepts of adult education

* Knowledge of program and services

* Strong social service and administrative experience

* Self-Motivated

BREVARD COMMUNITY COLLEGE
Job Description

JOB TITLE: Secretary I

JOB CONCEPT: To provide secretarial support for the Community Commons Program and direct assistance to the Project Director

DUTIES AND RESPONSIBILITIES:

1. Maintain schedules for cooperating agencies and staff assignments.
2. Compile and distribute monthly/quarterly reports to funding agencies.
3. Establish and maintain a database in support of Job Club activities.
4. Prepare all communications with cooperating agencies, staff and clients as needed.
5. Process payroll and personnel records.
6. Prepare purchase orders and monitor receipt of all equipment, supplies, etc.
7. Maintain accurate records that impact funding agency evaluation, reporting, and monitor expenditures of the grant
8. Independently prepare forms and compose letters for signature; take minutes of staff meetings.
9. Perform other secretarial duties as they relate to the project's objectives and strategies to include staff assistance administrative support.
10. Secretary to Project Director.

EDUCATION AND EXPERIENCE:

Minimuum Requirements: A minimum of three years experience as a secretary with good IBM computer WordPerfect and DBase skills. Accuracy in typing at a minimum of 50 words per minute. Good public relations skills.

Desirable Requirements: Experience in Windows, Microsoft software. Sensitivity to undereducated adults and their environment

SUPERVISION: Reports to Director of Community Commons

LEARNING LAB COORDINATOR

* Empathetic and able to work with people from different socio-economic groups
* Dedicated to solving social problems
* Trained in intake, assessment, testing and placement
* Excellent program management skills
* Excellent communication skills
* Experience in case management
* Trained in methods of Adult Education
* Detail oriented and self-motivated
* Able to promote community interactions

BREVARD COMMUNITY COLLEGE
JOB DESCRIPTION

JOB TITLE: Learning Lab Coordinator

JOB CONCEPT: The Learning Lab Coordinator is responsible for the organization and management of the Center and instructional components within the Center. A broad range of innovative administration skills and experience will be needed.

DUTIES AND RESPONSIBILITIES:

1. Implement planning and directives; monitor education and training activities at Centers to ensure goals and objectives of the contract are accomplished.
2. Assessment and intake of PI clients into an academic instructional program.
3. Planning with each client a program of study which will improve the client's academic performance and testing to determine job success areas.
4. Selection of appropriate instructional materials for each client and Center to meet that client's personal, as well as educational goals; monitor budgets provided and secure resources.
5. Tracking of client progress and validation of learning.
6. Upkeep on personal records on each client for hours reporting.
7. Assessment of learning disabilities and instruction to meet individual learning needs; recommend strategies.
8. Provide counseling on educational opportunities and community resources, including assistance with job development and cottage industry.
9. Solicit volunteers, donations, and program support as needed.
10. Other duties as assigned.

EDUCATION AND EXPERIENCE: Four year college degree, preferably certified teacher or eligible for certification.

Displays understanding of undereducated adults and their environments. Adult education teaching experience.

SUPERVISION: The Learning Lab Site Coordinator will report directly to the Project Director.

CLIENT SERVICES TECHNICIAN

* Resource development skills

* Good clerical and computer skills

* Detail oriented

* Some intake and testing experience

* Sensitivity to both client and supervisor needs

* Experience with undereducated adults

* Experience with social programs

BREVARD COMMUNITY COLLEGE
JOB DESCRIPTION

JOB TITLE: Client Services Technician

JOB CONCEPT: Responsible for assisting with administrative tasks at Learning Lab sites: providing client follow-up every 90 days; resource development to support the goals and objectives of the grant.

DUTIES AND RESPONSIBILITIES:

1. Support the goals of the Learning Lab Site Coordinators.
2. Assist with intake and testing.
3. Develop resources for job placement, program enhancement, individualized cottage industry development.
4. Assist with client follow-up every 90 days.
5. Gather data and assist with reports.
6. Assist with administrative tasks as needed.
7. Other duties as assigned.

EDUCATION AND EXPERIENCE:
Minimum Requirements: Minimum AA degree, social service and/or education experience. Experience with undereducated adults and their environments; experience with government programs preferred.

SUPERVISION: The Client Services Technicial will report directly to the Learning Lab Coordinator at each site where their activities occur. In the absence of that Coordinator, the Client Services Technician will report to the Learning Lab Coordinator on duty.

RECRUITMENT COORDINATOR

* Excellent job counseling and instructional skills

* Skill evaluation training

* Trained in adult education techniques

* Knowledge of program and services

* Ability to translate needed services into active solutions

* Good record keeping abilities

* Experience with social service programs

* Understanding of undereducated adults and their environment

BREVARD COMMUNITY COLLEGE
JOB DESCRIPTION

Job Title: Recruitment Coordinator

Job Concept: The Recruitment Coordinator will facilitate Job Club, provide counseling and develop jobs and job leads for Project Independence (P.I.) clients

Job Duties:

1. Provide counseling and guidance in rebuilding and removing barriers which may block clients from employment, return to school, and/or accomplishing future goals

2. Counsel with clients in setting priorities and development of personal, educational and career goals.

3. Evaluate client skills, previous training, interests and experience to assist in resume development

4. Screen and match client skills/abilities with employer's job needs as well as provide job leads for clients

5. Facilitate employability skills workshop (Job Club)

6. Make referrals to Job Service of Florida and other job services

7. Keep detailed, confidential client records and prepare reports relating to program activities

8. Initiate and maintain linkages with business and industry, community organizations and agencies, and outreach to business and industry in Brevard County

9. Develop and maintain contacts with BCC faculty and staff, Job Training Office, Project REWARD, Displaced Homemakers Program, University of Central Florida, Private Industry Council, and other educational and training agencies to assist clients into educational and training opportunities.

10. Perform other duties as directed to ensure placement projections

EDUCATION AND EXPERIENCE:

A Baccalaureate Degree, potential for productive community interaction, and a knowledge and sensitivity to the population being served.

SUPERVISION: Reports to Project Director

SAMPLE CLIENT FILE FORMS

BREVARD COMMUNITY COLLEGE
COMMUNITY COMMONS
1519 Clearlake Road
Cocoa, Florida 32922

OFFICIAL PROGRAM REFERRAL

Date: _____ 19 ____

To: _____

From: _____

Referring Agency: _____

Yes, I would like to continue my education.

_____
Name

_____
Address

_____
Telephone

Do you want a counselor to contact you?

_____ Yes _____ No

What is the best time to get in touch with you?

_____

CAL-01 REV 7/89

Educational Program Area
Please Check All That Apply

- ☐ Adult Basic Education (Literacy)
- ☐ High School Credit Diploma
- ☐ GED (High School Diploma Test)
- ☐ Vocational/Technical
- ☐ College/Academic
- ☐ Other _____

_____

_____

BREVARD COMMUNITY COLLEGE
COMMUNITY COMMONS
PARTICIPANT SERVICES FORM

INTAKE DATE _____ CENTER _____

NAME _____ S.S. # _____

ADDRESS _____

_____

BIRTHDATE _____ SEX ____F _____M TELEPHONE NUMBER_____

EMERGENCY NUMBER_____

RACE _____ FL RESIDENT _____ LAST GRADE IN SCHOOL _____

_____Employed _____Unemployed _____AFDC ____Food Stamps

_____Section 8 _____Public Housing _____Married ____Single _____Separated

_____Project Independence

REFERRED BY:

_____PI _____HRS _____JOB CLUB _____FRIEND _____OTHER _____

FAMILY PROFILE:

			SCHOOL		
NAME	AGE	SEX	ELEMENTARY	MIDDLE	HIGH

_____ _____

Lab Coordinator Signature Client Signature

GENERAL FAMILY INFORMATION

Family Health Problems:

_____

_____

_____

Budgeting:

Food Stamps _____

AFDC _____

SSI _____

Total Income _____

Family Interaction:

_____

_____

_____

Hobbies/Interests:

_____

_____

_____

COMMUNITY COMMONS
MEMBERSHIP CONTRACT

In order to be accepted as a full member of the Community Commons Center, I, _____ agree to the following:

Please initial each box:

☐ I will participate in seminars, workshops, parenting classes and other activities recommended by the staff of Community Commons

☐ I will participate in _____ hours of class room and lab activities per week. My class schedule will be:

Monday	_____	Thursday	_____
Tuesday	_____	Friday	_____
Wednesday	_____		

☐ I will participate in the social services required at Community Commons by seeing social worker and/or counselor as needed.

☐ I have set a target date of _____ for completion of my educational goals, job training or higher education in an effort to become self-sufficient.

☐ My reasons for enrolling at Community Commons is: _____
_____
_____

AS A P.I. PARTICIPANT , YOU ARE REQUIRED TO ATTEND TWENTY (20) OR MORE HOURS OF SCHEDULED ABE/GED, VOCATIONAL LANGUAGE AND APPLIED LEARNING ACTIVITIES. A MINIMUM OF TWENTY (20) HOURS PARTICIPATION IS **MANDATORY** TO MAINTAIN P.I. BENEFITS!!!! PLEASE UNDERSTAND THAT THE STAFF AT THE CENTERS HAVE AN OBLIGATION TO H.R.S. TO SEND ATTENDANCE REPORTS OF ALL P.I. CLIENT PARTICIPATION.

I UNDERSTAND THAT I AM RESPONSIBLE TO JUSTIFY MISSED LAB HOURS TO LAB COORDINATORS , AS WELL AS MAKE-UP LOST HOURS.

I have read and understood the above and by placing my signature on this contract, I signify my agreement to all of the above commitments. In turn, I will receive all the privileges and rights of membership in Community Commons. I understand that failure to maintain the commitments of this contract could cause me to be failed or sanctioned by H.R.S.

_____	_____
Participant	Date
_____	_____
Lab Coordinator	Date
_____	_____
ABE/GED Instructor	Date
_____	_____
Director	Date

COMMUNITY COMMONS EDUCATION AND EMPLOYMENT DEVELOPMENT PLAN

NAME:_____ **SS:**_____ **DATE:**_____ **LAST GRADE:**____

SECTION 1: TESTING INFORMATION

Test Date	Type/Name of Test	Reading	Math	Language	Writing	Soc. Study	Science	ABE/GED

AS APPLICABLE:
I CERTIFY THAT THIS STUDENT IS ABLE/UNABLE TO READ WELL ENOUGH TO TAKE TABE TEST.

ABE/GED Instructor Signature:_____ **Date:**_____

RELEASE OF TEST SCORES:
I AGREE THAT MY TEST SCORES AND PERTINENT INFORMATION CAN BE RELEASED TO APPROPRIATE SUPPORTIVE AGENCIES.

Client Signature:_____ **Date:**_____

SECTION 2: CAREER ASSESSMENT/EXPLORATION

Test Date	Type/Name of Test	Results	Comments

SECTION 3: EDUCATION/EMPLOYMENT GOAL AND OTHER RELATED GOALS

Field of Interest	School/Agency	Action Taken	Comments

SECTION 4: EMPLOYMENT HISTORY

Date Employed	Name of Employer	Job Title/Position	Hourly Wage	Follow-Up Date	Comments

STUDENT PLACEMENT FILE

NAME _____ ENTER DATE _____

ADDRESS _____

BIRTHDAY _____ PHONE NUMBER _____

LAST GRADE COMPLETED _____ YEAR _____ H. S. DIPLOMA _____

SPECIAL NEEDS _____

EDUCATIONAL OR JOB GOALS _____

_____

READY TO BE REFERRED TO JTPA _____ INTERESTED IN _____

INITIAL TABE RESULTS

LOCATOR

TOTAL SCORE _____ READING _____ MATH _____

GRADE LEVEL _____ _____ _____

SURVEY

TEST LEVEL E M D A

READING GRADE LEVEL _____ MATH GRADE LEVEL _____ ENGLISH GRADE LEVEL _____

RECOMMENDATION:

_____ GED CLASSES

_____ READING REMEDIATION (ABE)

_____ MATH REMEDIATION (ABE)

_____ ENGLISH REMEDIATION (ABE)

_____
INSTRUCTOR'S SIGNATURE

_____
DATE

SCHOOL BOARD OF BREVARD COUNTY School _____ Term _____

Adult/Community Education Student Course Registration

Student Name _____
Last Appendage First Middle/Maiden

Social Security No _____ Birthdate _____

Co-Enroll School _____ Grade Level _____ Counselor _____

Adult Student with disability: Specify _____

RESIDENCY (Check One)
___ (0) Non U.S. Resident
___ (1) Florida Resident, Not in Brevard County
___ (2) Out of State, U.S. Resident
___ (3) Florida Resident, Brevard County

NOTE: If there have been any changes in your personal information since your last registration (i.e. name, address, phone numbers, employment, etc.), please complete an Adult/Community Education Student Application.

*			**	***										
											TOTALS			
											GRAND TOTAL			

* **ACTION**
(R) Registration
(A) Add

STUDENT CERTIFICATION: I declare under penalty of perjury punishable by law as a misdemeanor under Section 837.06, Florida Statutes, that the foregoing is true and correct. I agree to abide by all regulations of the School Board of Brevard County

Student Signature X _____ Date _____

OFFICAL USE ONLY - DO NOT WRITE BELOW

** **EDUCATIONAL PRIORITY CODES** (Description on back)
(1) Skills less than 4th Grade
(2) Skills between 5th - 8th Grade
(3) Earning High School Diploma/GED
(4) Has high school diploma, improving skills for employment
(5) Has high school diploma, improving skills for post secondary education
(0) Fee Supported

*** **FUNCTIONING LEVEL**
(A) Level IA 0 - 5.9
(B) Level IB 6 - 8.9
(C) Level II 9 - 12.9

Registrar's Signature _____ Date _____

FEE
Required ___
Exempt ___
Waived ___
Financial Assistance ___

TABE TEST GRADE LEVEL
Reading _____
Math _____
Language _____

TABE TEST DATE _____

Receipt No. _____

STD 9100 020 6-93 WHITE & YELLOW - Center PINK - Instructor GOLDENROD - Student

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COURSE CODE INFORMATION

CODE	DEFINITION
1	Adult students who demonstrate skills at less than a **fourth grade educational level** as measured by tests approved for this purpose by the State Board of Education, and who are **studying to achieve basic literacy**.
2	Adult students who demonstrate skills **at or above the fourth grade level** but at or below the eighth grade level as measured by tests approved for this purpose by the State Board of Education, and who are **studying to achieve functional literacy**.
3	Adult students who are earning credit required for a **high school diploma**, or **preparing for the Test of General Educational Development (GED)**.
4	Adult students who **have high school diplomas and require specific improvement of academic or learning skills** before pursuing postsecondary education goals **to obtain or maintain employment**, or **to benefit from postsecondary vocational education programs**.
5	Adult students who **have high school diplomas and require specific improvement of academic or learning skills before pursuing postsecondary educational goals to pursue degree-credit collegiate academic education** or **postsecondary vocational degree programs**.
0	Fee supported.

Florida Department of Labor and Employment Security
Division of Labor, Employment and Training

Lawton Chiles
Governor

Shirley O. Gooding
Secretary

PROJECT INDEPENDENCE
705 BLAKE ROOM C-123
COCOA, FL 32922

VERIFICATION OF ATTENDANCE:

A. This will certify that _____

---------- is a participant in
SS#
Community Commons.

B. The participant attended Community Commons Activities on the following days or hours.

Day	From	To
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

C. The participant attended _____hours during the month of _____.

_____
Signature

_____
Date

_____
Community Commons Representative

Return Comments from PI

_____

_____

_____

Drop YES_____ NO_____

PI Staff Signature_____

80

PRINTED ON RECYCLED PAPER

SAMPLE FOLLOW-UP SURVEY

COMMUNITY COMMONS PROGRAM OF
BREVARD COMMUNITY COLLEGE
FOLLOW-UP SURVEY

SOCIAL SECURITY # _____

NAME _____ ADDRESS _____

CITY _____ STATE _____ TEL. (H) _____ (W) _____

COMMUNITY COMMONS LOCATION: COCOA _____ MERRITT ISLAND _____

---

1 I WISH TO CONTINUE RECEIVING SERVICES THROUGH THE COMMUNITY COMMONS PROGRAM ____

2 I HAVE ACHIEVED MY GOALS AND NO LONGER NEED SERVICES ____

3 TRAINING/EDUCATION

Did you take a course through Community Commons? Yes ___ No ____

Please Check which program provided for you?

____ Vocational Language (LEP) ____ GED Prep ___ Computer Skills

____ ABE ___ Other

Have you taken additional BCC courses or Continuing Adult Education Courses since participating in the Community Commons Program? Yes ___ No ___

If yes, answer the following

a) How many? (list) 1 _____
2 _____
3 _____

b) Which campus? Cocoa ____ Melbourne ____ Titusville _____ Palm Bay _____

Were these classes taken for ___ AA ___ AS ___ Vocational ____ GED

Are you presently enrolled in a credit _____ or non-credit ____ program at BCC? Yes ___ No ___

If yes, what program of study or class(es)?

1 _____ 3 _____
2 _____ 4 _____

What is your grade point average for the program? _____

How may credit hours have you completed? _____

4 COUNSELING SERVICES

Did you receive counseling through our program? Yes _____ No _____
If yes, Please check ALL that apply

_____ Initial Intake Interview
_____ Job Counseling
_____ Initial Job Club
_____ Advanced Job Club
_____ Follow-up/Repeat Counseling
_____ Other (Specify) _____
_____ Resume
_____ Career Testing
_____ Referral for other services
_____ TABE Test

How do you rate the following services you received through Community Commons?

SERVICES	EXCELLENT	GOOD	FAIR	POOR
Education: ABE/GED Prep or Other				
Counseling/Referral				
Job Club				
Job Counseling Service				

5 EMPLOYMENT

Have you been employed since participating in the program? Yes ____ No _____

If yes, where ? (list all, if more than one) _____

Your position, Title _____ Salary _____

Has your employment been: Full-time _____ Part-time _____ Temporary _____

If not full-time, please explain (going to school, job seeker, etc.)

Are you still looking for employment? Yes _____ No _____

Were you receiving AFDC when enrolled in our program? Yes _____ No _____

COMMENTS

PLEASE WRITE IN BELOW ANY OTHER ACHIEVEMENTS OR COMMENTS WHICH YOU CARE TO MAKE. FEEL FREE TO ATTACH ADDITIONAL COMMENTS

Remember, we love to hear from you. Let us know how you are and what you are doing. Our Phone number is 632-1111, ext. 3723, or drop us a line at COMMUNITY COMMONS, BREVARD COMMUNITY COLLEGE, IC-212, 1519 CLEARLAKE ROAD, COCOA, FL 32922

SAMPLE REPORT FORMS

COMMUNITY COMMONS
QUARTERLY REPORT

I. PROJECT DATA A) EDUCATION	COCOA	MERRITT ISLAND	MELBOURNE	TOTALS
Number of New Clients				
Number of Students				
Average Reading Level				
Average Math Level				
Average English Level				
Hours in Learning Lab				
Practice GED's Taken				
Number Passed GED Test				
Number PI Certified				
Number PI Certifications Pending				
Total GED Completions				
Total Clients Served Since 10-94				
Total Clients Served Since 10-93				
B) DEMOGRAPHICS				
Average Age*				
Race				
Sex				
Live In Public Housing/Section 8				
Number of Children				
C) SOCIAL SERVICES/COUNSELING				
Drug Education				
Family Relationships (Personal/Social)				
Individual/Group Counseling				
Parenting Classes				
Referrals to Partners and Others				
D) APPLIED LEARNING				
Participants being served				
Program Orientation				
Budget Counseling				
Health & Life Management Skills				
Parent/Child Education				

	COCOA	MERRITT ISLAND	MELBOURNE	TOTALS
E) OCCUPATIONAL SKILLS				
Vocational Language Instruction				
Educational Resources				
Computer Training				
Career Development				
F) COTTAGE INDUSTRY				
Dietary Practices				
Garment Construction				
Home Decorating				
F) JOB CLUB PROGRAM				
Participants				
Employed				
Job Search				
Attending School				
Attending Community Commons				
Did not complete/Reassigned				
Employed-Referral to Job Club				

COMMUNITY COMMONS TALLY FORM
FOR MONTHLY REPORT

NAME:

DATE: _____

	COCOA	MERRITT ISLAND	TOTALS
Number of Clients			
- PI Referrals			
- New Enrollments			
- Active			
- Target			
- Non Target			
Average Grade Levels			
- Reading			
- Math			
- English			
Race			
- Black			
- White			
- Other			
Sex			
- Male			
- Female			
Live In Housing			
- Public Housing			
- Section 8			
Other			
- Hours in Learning Lab			
- Average Age			
- Number of Children			
- GEDs Taken			
- GEDs Passed			
Program Year 94/95			
- PI Referrals To Date			
- Clients Enrolled To Date			
- GEDs Completed To Date			

COMMUNITY COMMONS
MONTHLY REPORT

NAME:_____ QUARTER:_____ DATE:_____

ACTIVITIES

	COCOA	MERRITT ISLAND	TOTAL
Participants Being Served			
Program Orientation			
Applied Learning			
- Budget Counseling			
- Health & Life Management Skills			
- Family Relationships - Personal & Social			
Occupational Skills			
- Vocational Language Instruction			
- Educational Resources			
- Computer Training			
- Career Development			
Cottage Industry			
- Dietary Practices			
- Garment Construction			
- Home Decorations			
Social Services			
- Parenting Classes			
- Parent/Child Education Series			
- Drug Education			
- Individual/Group Counseling			
Referrals Partners & Others			

A:\ACTIVITI.FM

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COMMUNITY COMMONS MONTHLY REPORT

LEARNING LAB COORDINATOR

NAME: _____ LOCATION: _____ MONTH: _____ NUMBER OF LAB STUDENTS: _____ (Total) PAGE #: _____

SERVICES PROVIDED/NARRATIVE:

Active ____
New ____
Returning ____
Inactive ____
Dropped ____

New Students This Month _____

TOTAL

Live in Housing ____

# of Children ____

B ____
W ____
Other ____

ID#	NAME	Intake	Beginning Month	# Months in Program	H.S. Diploma (Y or N)	Grade Left School	Reading Level - Begin	Reading Level - Now	Math Level - Begin	Math Level - Now	English Level - Begin	English Level - Now	Lab Hours This Month	Lab Hours - Total	Practice GED	Took GED	Passed GED	Age	Race	Number of Children	Live in Housing	P. I. Certified	FTE Qualified	REFERRAL TO:	At Center	Outside Center
	TOTAL																									

FORM: CC-005
(Revised 12/29/92)

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BREVARD COMMUNITY COLLEGE
COMMUNITY COMMONS
INQUIRY LOG

DATE	NAME	ADDRESS	PHONE #	REASON FOR CALLING	ACTION TAKEN

COMMUNITY COMMONS
SIGN-IN / SIGN-OUT SHEET

CHECK ONE: COCOA ____ MERRITT ISLAND ____ WEEK OF: _____

	NAME	INT	M		T		W		TH		F		Official Use TOTAL HOURS
			I/O		I/O		I/O		I/O		I/O		
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													
31													

COMMUNITY COMMONS
VOLUNTEER MONTHLY TIME SHEET

CIRCLE ONE: COCOA MERRITT ISLAND MONTH _____

	NAME	WEEK	ACTIVITY	M	T	W	TH	F	S	SU	TOT	INT
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
			TOTALS									

SAMPLE JOB CLUB FORMS

BREVARD COMMUNITY COLLEGE
COMMUNITY COMMONS
INTAKE FORM

JOB CLUB PROGRAM

S.S.# _____ DATE _____

NAME _____

ADDRESS _____

_____

BIRTHDATE _____ SEX: ☐ M ☐ F TELEPHONE NUMBER _____

RACE: ☐ White Non-Hispanic ☐ Black Non-Hispanic ☐ Hispanic ☐ Asian ☐ Alaskan Native

☐ Non-Resident Alien ☐ Florida Resident ☐ Non-Florida Resident _____ Last Year in School

☐ Employed ☐ Unemployed ☐ AFDC ☐ Receiving Benefits ☐ P. Independence

☐ Married ☐ Single _____ Dependents Age(s) _____

FOLLOW-UP REPORT

RECRUITMENT COORDINATOR: _____
Signature

DATE	COMMENTS	Active	Completed	Separated			

COMMUNITY COMMONS
JOB CLUB PROGRAM

SIGN-IN / SIGN-OUT SHEET

NAME	DATE	TIME IN	LUNCH TIME OUT	LUNCH TIME IN	TIME OUT	TOTAL HOURS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

COMMUNITY COMMONS
JOB CLUB CLIENT ABSENTEE FORM

NAME	REASON FOR ABSENTEEISM	DAYS ABSENT	DAYS PRESENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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20.			

JOB CLUB PARTICIPANTS

Name	SSN#	Job Club Dates	Job Club Location	Status	90-Day Follow-Up/Status	Target	Non-Target	Additional Comments

A:\PARTICIP.FM

JOB DEVELOPMENT LOG

CONTACT DATE	COMPANY	ADDRESS	PHONE	CONTACT PERSON	CONTACT METHOD	COMMENTS

A:\JOBDEV.FM

WORKSHOP EVALUATION

EMPLOYABILITY SKILLS

Please take a few minutes to fill out **BOTH SIDES** of this evaluation form. Your comments are important and will be used to improve future offerings of similar workshops.

Name (optional) _____ Date _____

I. Workshop Content

Please evaluate the program's effectiveness in achieving its stated goals:

	Exceptional	Very Good	Good	Fair	Poor
Course Overview	5	4	3	2	1
Self Inventory "Personal Shield"	5	4	3	2	1
Personal Networking	5	4	3	2	1
The Paper Package: Applications, Resumes, and Cover Letters	5	4	3	2	1
Interview Techniques	5	4	3	2	1
Job Search	5	4	3	2	1
Goal Setting	5	4	3	2	1

What was the most effective portion of this program? _____

_____

What was the least effective portion of this program? _____

_____

(over)

II. Instructor Evaluation

Please evaluate the instructor's effectiveness in the following areas:

	Exceptional	Very Good	Good	Fair	Poor
Presentational Skills:	5	4	3	2	1
Responsiveness to participants:	5	4	3	2	1
Knowledge of Subject:	5	4	3	2	1
Organization and Preparation:	5	4	3	2	1

Additional comments or suggestions: _____

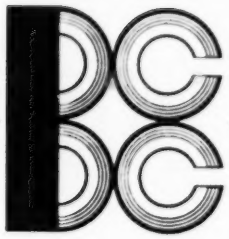
_____

_____

What programs/topics would you like to see ofered in the future? _____

_____

_____



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